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ABSTRACT

This publication is the first in a series of five designed to be used in teaching basic vocational agriculture courses in secondary schools of Mississippi. The materials are designed to assist teachers in providing training that is directly related to the preparation of a student for employment. As far as possible, the lesson plans are skill oriented, devoted to teaching a student how to do something; however, the lessons also attempt to provide knowledge of basic principles associated with the skills. Each of the lessons consists of an introduction, terminal and specific objectives, instructional procedures, learning activities, supplementary learning activities, and supplementary learning aids. There are seven lessons contained in this Section I of the curriculum materials. They focus on the nature of vocational agriculture and the agriculture/agribusiness industry, supervised occupational experience programs, and the FFA (Future Farmers of America). The seven lessons include the following specific topics: orientation to vocational agriculture education; careers in the agriculture, agribusiness, and natural resources industry; selecting a supervised occupational experience program; planning a supervised occupational experience program; keeping records of supervised experience programs; orientation to the FFA; and instructional activities sponsored by the FFA. (KC)

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Lesson Plans for Teaching Basic Vocational Agriculture

Section I

Introduction to Vocational Agriculture

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PREFACE

This publication is the first in a series of five publications which are designed to be used in teaching basic vocational agriculture courses in secondary schools of Mississippi. It is the result of two years of effort on the part of the author, Mississippi vocational agriculture teachers, state staff members, and teacher educators to produce materials which will improve the quality and quantity of instruction in all programs.

Vocational agriculture has been undergoing a transition during the past ten years. Our programs are being called upon to serve a wider population of students with varying occupational goals. We are being called upon to provide training which is **directly related** to the preparation of an individual for employment. This instruction must be related to the occupation or occupations for which the students are being trained.

These materials are designed to assist teachers in providing such training. They are, to as great an extent as possible, skill oriented. Most of the lessons are devoted to teaching a student **how** to do something - evaluate livestock, select seed, make soil test, use hand tools, etc. In most instances, however, the lesson also attempts to provide knowledge of basic principles associated with this skill.

ACKNOWLEDGMENTS

This publication is the result of a cooperative effort between teachers, teacher educators, and state staff members to update programs of basic vocational agriculture throughout Mississippi. The author wishes to express his thanks and acknowledgement to the following persons for their efforts and advice in developing these materials:

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Mr. C.M. Brewer, State Supervisor of Vocational Agriculture

Dr. Ron Brown, Teacher Educator, Mississippi State University

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The teachers of vocational agriculture who served as review committee members deserve special recognition and thanks for their help. These teachers helped to establish the content outline of this publication and also made valuable suggestions concerning improvement of the finished materials. These teachers were:

Mr. Reese T. Ishee, West Jones High School

Mr. Charlie Thames, Edinburg High School

Mr. Jimmy Newman, Hinds Junior College

Mr. Bobby Kelley, Franklin County Vocational School

Mr. Drew Lenard, Vaiden High School

Mr. Arlon Cox, Smithville High School

Mr. Dwight Brown, Faulkner High School

Mr. Keith Culpepper, Runnelstown High School

Scope

This publication represents Section I of the curriculum materials developed for use in basic vocational agriculture courses. Section I is designed as an introduction to the vocational agriculture program. Units inside Section I focus on the nature of vocational agriculture and the agriculture/agribusiness industry, supervised occupational experience programs, and the FFA. Each lesson can be briefly described as follows:

Lesson 1. Orientation to Vocational Agriculture Education. This lesson is designed to acquaint the student with the purposes and methods of vocational agriculture.

Lesson 2. Careers in the Agriculture, Agribusiness, and Natural Resources Industry. This lesson provides a look at several different occupations in the agriculture/agribusiness industry. Requirements for each occupation are discussed.

Lesson 3. Selecting a Supervised Occupational Experience Program. This lesson is designed to help each student select a supervised occupational experience program which meets personal needs, interests, and ability and reflects future occupational plans.

Lesson 4. Planning a Supervised Occupational Experience Program. This lesson will aid the student in planning, on both a long-range and short-term basis, a supervised occupational experience program based upon the choice made in Lesson 3.

Lesson 5. Keeping Records of Supervised Occupational Experience Programs. In this lesson, the student should learn to establish and keep a suitable set of records to verify his or her SOE program.

Lesson 6. Orientation to the FFA. This lesson is designed to provide the student with a basic understanding of the FFA organization and purposes.

Lesson 7. Instructional Activities of the FFA. In this lesson, the four different types of activities sponsored by the FFA are discussed. The activities are the Proficiency Award Program, leadership activities, technical skill contests, and local chapter activities.

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USING THIS PUBLICATION

These materials are designed to be used in teaching courses in basic vocational agriculture in secondary schools in Mississippi. In using these materials, each teacher is advised to remember the following pointers:

1. The materials are not a total curriculum for teaching basic vocational agriculture. No statewide effort at standardization of curriculum will ever produce a curriculum which will meet the needs of every program in the state. Every teacher is advised to use the parts of these materials which are related to the local program and to add any units or lessons which are not provided.
2. Each lesson is designed to be adapted to local needs. Every teacher is encouraged to review each lesson prior to teaching it and to add any objectives or teaching material which is needed in the local situation. Spaces have been left in the text of the materials to add notes and objectives.
3. The materials may be used in first or second year basic vocational agriculture courses. When first discussed, these materials were planned for use in first year courses only. The volume of the material, however, is more than can be taught in one year. Teachers are advised to use materials in both first and second year courses.
4. The materials are performance-oriented. The lessons are aimed at developing some observable performance within the student. In many cases, this performance goes beyond passing a written test to include some type of "hands-on" activity. Teachers should make prior preparation to include these activities before teaching the lesson.

Each lesson in this publication was developed using the same format and consists of an introduction, terminal and specific objectives, instructional procedures, learning activities, supplementary learning activities, and supplementary learning aids. Each of these sections is described below.

1. Introduction. The introduction usually consists of two paragraphs. The first paragraph provides some background information relating to the topic to be discussed. The second paragraph states the goal of the lesson in general terms.
2. Objectives. Each lesson contains a terminal objective and a set of specific objectives which should be followed in order to accomplish this terminal objective.
3. Instructional Procedures. This section of each lesson is divided into a group of teaching tasks and steps to accomplish each task. These procedures are suggested procedures only. Teachers are encouraged to "review the entire lesson and determine if additional material is needed."
4. Learning Activities. This section contains the instructional materials needed to teach the lesson. For the most part, the question and answer type format which has been used in previous Mississippi reference units is used along with student assignments and job sheets to emphasize certain points. Full page transparency masters are included in the text of this section.

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5. Supplementary Learning Activities. Suggestions are made in this section concerning additional activities which can be used to supplement the information provided by the lesson text.
6. Supplementary Learning Aids. A list of supplementary reference materials including publications and available films is included in this section.

LESSON 1

Orientation To Vocational Agricultural Education

I. **Introduction:**

Vocational education in agriculture was aided in 1917 with the passage of the Smith-Hughes Act. In the following 60 years, the agricultural industry has grown and diversified from a family business into a corporate-type institution composed of resource suppliers, production specialists, and marketing and processing specialists. Vocational agriculture too has changed and diversified and must continue to do so in order to meet the needs of the industry.

This lesson is designed to provide a philosophical background for students in order to provide a sound basis for instruction and to clarify any misconceptions which the students might possess concerning vocational agriculture.

II. **Objectives:**

A. **Terminal objective.** Upon completion of this lesson, the student should be able to describe the primary and secondary objectives of vocational agriculture programs. The student should also be able to list differences in the present program as compared to the program in previous years and to list the four major components of the program.

B. **Specific objectives.** Upon completion of this lesson, the student should be able to:

1. Define terms related to vocational agricultural education;
2. Identify the primary and secondary objectives of vocational agricultural education;
3. List differences in the vocational agriculture program as it now exists as compared to the original program begun in 1917;
4. Identify and describe the four major components of the vocational agriculture program;

(To be added by Teacher)

5.
6.
7.

III. Instructional Procedures:

Teaching Tasks	Steps to Accomplish Tasks
A. Prepare for class.	1. Review entire lesson and determine if additional material is needed.
	2. Make transparency.
B. Introduce the lesson.	1. Briefly discuss the past history of vocational agriculture.
	2. Identify lesson objectives.
	3. Define new terms.
C. Discuss primary and secondary objectives of vocational agriculture.	1. Identify the primary objective of vo-ag programs and discuss how it applies to your students.
	2. Identify the secondary objectives and discuss how they apply.
D. Discuss differences in the modern vo-ag program as compared to the past program.	1. Discuss how vo-ag has expanded into off-farm occupational training.
	2. Discuss how vo-ag is moving from general to specialized training.
	3. Discuss how vo-ag now places primary interest on occupational training.
	4. Discuss how vo-ag is now open to all interested persons.
E. Identify components of the secondary vo-ag program.	1. Discuss classroom activities which the students will be involved in during the coming year.
	2. Discuss laboratory activities. Tour all facilities used in school lab work.
	3. Briefly define and discuss SOEP.
	4. Briefly describe FFA activities.

Teaching Tasks	Steps to Accomplish Tasks
F. Idenfity other components of the vo-ag program.	1. Discuss the post-secondary program of vo-ag.
	2. Discuss the adult education courses.
	3. Discuss local examples of each.
G. Summarize the lesson.	1. Discuss Key Points to Remember as found in Lesson Summary.

IV. Learning Activities:

A. New terms and definitions:

1. Vocational Education - An organized educational program which is designed to prepare individuals for gainful employment.
2. Agriculture - The industry concerned with the production, processing and distribution of food and fiber.
3. Production Agriculture - The segment of agriculture which is directly concerned with the production of plants and animals for use as food or fiber.
4. Agribusiness - The segment of agriculture which is directly concerned with providing supplies to the farmer and in processing and distributing farm products.
5. Renewable Natural Resources - The segment of agriculture which is directly concerned with the management and improvement of such renewable natural resources as soil, water, fish and wildlife, and forests.
6. Vocational Agricultural Education - Vocational education programs which prepare individuals for gainful employment in agriculture.

B. What are the primary and secondary objectives of vocational agriculture?

As defined above, the primary purpose or objective of vocational agriculture is to prepare individuals for gainful employment in paid or unpaid occupations in the agriculture industry. Normally these occupations are limited to those which require less than a college-level education. Enrollment is usually limited to students in secondary and post-secondary schools, but classes for adults who are presently engaged in Agriculture/Agribusiness are also held.

Secondary objectives which support the primary objective include:

1. To provide the technical skills and knowledge necessary for employment;
2. To develop employability skills such as dependability, positive attitudes and leadership; and
3. To assist individuals in making an informed and meaningful choice of an occupational objective as a part of the preparation process.

C. **How does the present vocational agriculture program differ from the program as practiced in the past?**

1. *In the past, the vo-ag program was primarily concerned with the production agriculture segment of the industry. Today the program trains students for entry into both farm and non-farm occupations.* In 1917, when vocational agriculture was first introduced on a national level, some 35 percent of the population of the United States lived on farms. The agribusiness and renewable natural resources segments of the industry were still largely undeveloped and employed relatively few people. Today only 4 percent of the population is engaged in farming and approximately 30 percent is engaged in agribusiness and renewable natural resources. The current vo-ag program reflects this change.

2. *In the past, the vo-ag program provided training which prepared students to return to the generalized farming practices found on the family farm. Today the program prepares students to enter the specialized segments of the industry.* In 1917, many of the enterprises on the family farm were designed to produce products for consumption on the farm. The farmer might grow cotton for a cash crop and raise chickens and hogs or keep a dairy cow in order to have meat, eggs and milk for the family to eat. The vo-ag program, therefore, included units on such enterprises. Today the program reflects a growing trend for farmers to specialize in one or two cash enterprises such as cotton, soybeans, beef cattle or dairy cattle. The vo-ag program, therefore, has been specialized at the advanced levels to allow students to receive intensive instruction in their chosen specialty such as crops, or livestock, or the non-farm occupations such as ag supplies or forestry.

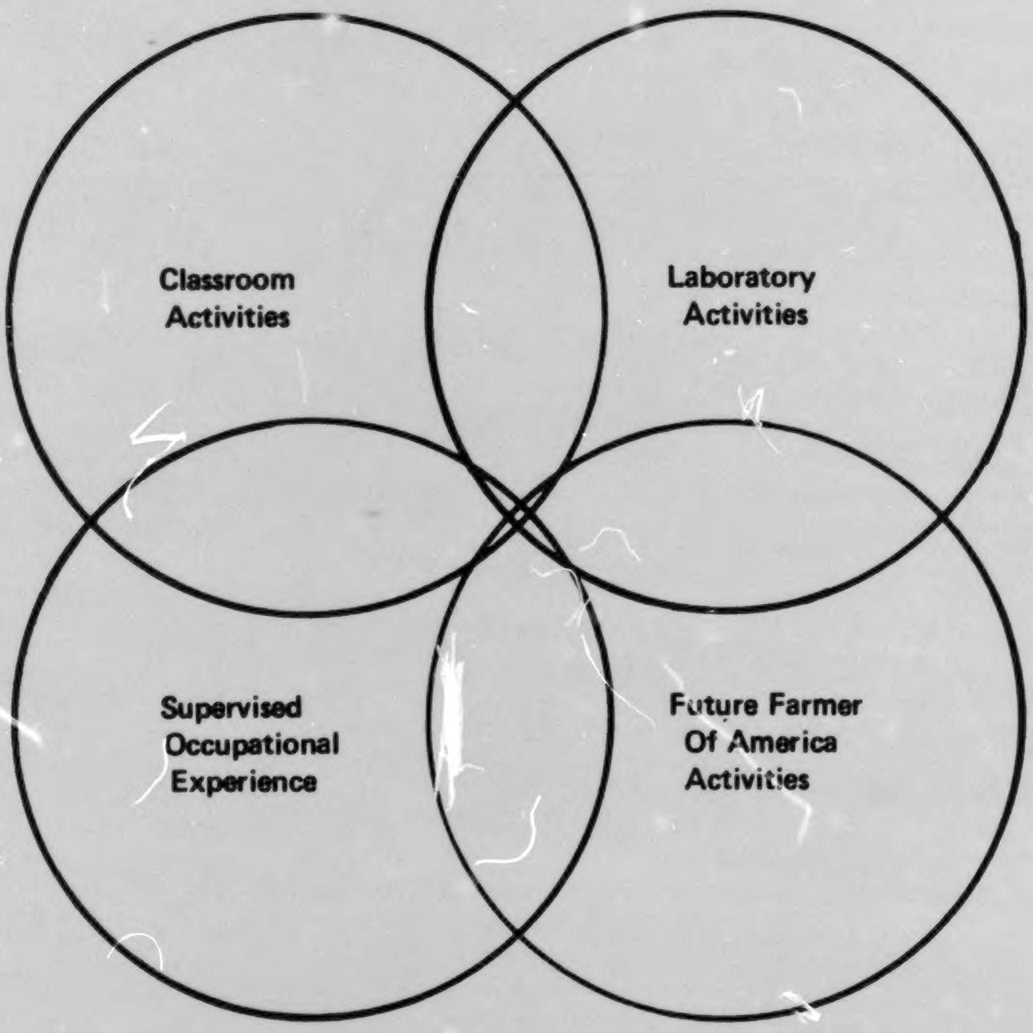
3. *In the past the vo-ag program placed emphasis on the improvement of life on the family farm. Today, the primary emphasis is placed on preparing the student for gainful employment.* From 1917 to the mid-1950's, much was needed on the average family farm to bring the quality of life up to that found in the urban areas. During this period electrification was brought to all farms and as a result of electrification most farms also received running water and indoor plumbing for the first time. Farm wiring and plumbing were added to the curriculum. Most farm homes also needed to be landscaped and beautified in other ways. While wiring, plumbing, landscaping and other areas concerned with the improvement of farm life are still useful to the farmer and agribusiness worker, the present program places primary emphasis on providing essential skills and knowledge for employment. Since 1955, the technological aspects of agriculture have increased at a dramatic rate. With the limitations of the amount of time the teacher has to teach, it is necessary for some of the time-honored units which were taught in the past to be dropped or curtailed from the modern curriculum.

4. *In the past the vo-ag program was open to able-bodied male students of average ability or above. Today, the program is open to male and female students, handicapped students, and disadvantaged students.* The only limitation on program entrance is that students should be interested, able to succeed, and able to benefit from the program.

D. **What are the components of the secondary vocational agriculture program? (TM 1a)**

Unlike traditional academic education programs which utilize classroom instruction almost entirely, the vocational agriculture program is composed of four major segments. These segments complement each other

COMPONENTS OF THE VOCATIONAL AGRICULTURE PROGRAM


Classroom Activities
Laboratory Activities
Supervised Occupational Experience
Future Farmer Of America Activities

and often overlap to form a complete educational program which can prepare a student for entrance into a specified occupational area. It is important to recognize the fact that all students must participate in all four components to receive the full amount of training provided by the total program. The four components are:

1. Classroom activities - Lectures, discussions, group problem-solving activities, audiovisual presentations and other teaching methods are just some of the methods used by vo-ag teachers. Also, individual home assignments as supplemental may be involved. Classroom activities provide the basic principles and technical knowledge necessary to understand the *how and why* of activities in the other components of the program.
2. Laboratory activities - This component includes demonstrations, field trips and practice activities on a group or individual basis. Laboratory activities may take place in the school shop or other facility, on the school grounds, or at some nearby agricultural facility during a field trip. The purpose of the laboratory activity is to apply in practical situations, the knowledge taught in class, and to aid the students in developing skills associated with such knowledge.
3. Supervised occupational experience programs - SOEP as it can be called, involves on-the-job activities designed to further develop skills and knowledge gained in classroom and laboratory activities. Supervised occupational experience programs are usually conducted in settings away from the school. Programs are planned in order to help the student further prepare for the selected occupational area. Such programs may take place on farms,at the school,or in agribusiness firms. SOEPs will be discussed in detail in later lessons.
4. Future Farmers of America activities - Contests, award programs and other activities which are designed to provide additional incentive to students are all part of FFA activities. The FFA is an integral part of the total vo-ag program involving activities which directly complement all phases of the program. The FFA will be discussed in more detail in later lessons.

E. What other components form the total vocational agriculture program?

1. Post-secondary courses. Today in Mississippi, nine junior colleges offer courses in vocational agriculture. These courses continue the work begun in the high school program and provide specialized training of an advanced nature in areas such as forestry, ag sales and services, and livestock technology.

2. Adult classes. Often special classes are held for adults engaged in farming or agribusiness by the local high school vo-ag teacher. These classes are usually held in the afternoon and evening and provide continuing education for these students.

F. **Lesson Summary:**

Key points to remember:

A. Vocational agriculture is designed to prepare students for gainful employment in agricultural occupations.

B. Agriculture today involves occupations in production agriculture, agribusiness and renewable natural resources.

C. In order to prepare students for gainful employment, the vo-ag program develops the student's technical skills and knowledge and employability skills, and assists the student in making a meaningful occupational choice.

D. In response to changes in farming and agribusiness operations, the vo-ag program has changed to meet the present need of the industry

E. The total vo-ag program at the secondary level consists of the following four overlapping components: classroom activities, laboratory activities, supervised occupational experience programs, and Future Farmer of American activities.

V. **Supplementary Activities:**

A. Conduct a tour of all facilities to be used in the local vocational agriculture program including the ag mechanics shop, land laboratories, etc.

B. If possible, arrange a tour of local post-secondary departments or invite a post-secondary teacher to speak to the class.

VI. **Supplementary Learning Aids:**

A. Transparency masters
TM 1a - Components of the total vo-ag program.

B. References

Phipps, Lloyd J. **Handbook on Agricultural Education in the Public Schools.** Danville, IL.: The Interstate (current ed.)

Vocational Education Amendments - 1976, Public Law 94-482.

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LESSON 2

Careers In The Agriculture, Agribusiness, and Natural Resources Industry

I. **Introduction:**

As previously stated the primary objective of vocational agricultural education is to prepare students for gainful employment in agricultural occupations. It is assumed that all students enrolled in Basic Vocational Agriculture I are interested in gaining the skills, knowledge and values which are needed to accomplish this purpose. Students in the ninth grade, however, may or may not have come to a final decision as to a chosen occupation. In this unit we will discuss several occupational clusters which are included under the vocational agriculture curriculum in general. Each of these occupational clusters offer rewarding careers to students with all types of educational backgrounds.

The purpose of this lesson is to expose students to these varied jobs in hopes of either further confirming their occupational choice or leading them to discover a choice which better fulfills their own needs and interests. During the remainder of this course, information will be provided which will relate to the specific skills and knowledge necessary for these occupations. Students who have made a tentative occupational choice are asked to "keep an open mind" concerning other occupations. Those students who have not yet come to a decision should also investigate all fields of the industry.

II. **Objectives:**

A. **Terminal objective.** Upon completion of this lesson, the student should be able to define the eight occupational cluster groups as defined by the USOE in agriculture, agribusiness, and natural resources occupations. The student should be able to describe basic competencies, educational requirements, and entrance methods for occupations in a selected cluster. These occupations should be of a skilled, technical, and professional nature.

B. **Specific objectives.** Upon completion of this lesson, the student should be able to:

1. Define new terms associated with careers in agriculture, agribusiness, and natural resources occupations.
2. Define the eight agricultural occupations clusters.
3. Describe basic competencies, educational requirements, and opportunities for successful entrance in a selected occupational cluster as a self-employed person or as a paid worker.
4. Identify and describe three occupations in the selected occupational cluster which can be entered by a graduate of a secondary vocational agriculture program.

5. Identify and describe two occupations in the selected occupational cluster which can be entered by a graduate of a post-secondary vocational agriculture program.
6. Identify and describe one occupation in the selected occupational cluster which can be entered by a graduate of a baccalaureate or higher degree program in agriculture.
7.
8.
9.

III. Instructional Procedures

Teaching Tasks	Steps to Accomplish Tasks
A. Prepare for class	1. Review entire lesson and determine if additional material is needed. 2. Make transparencies 3. Duplicate student handout (if desired)
B. Introduce the study of Agricultural Occupations	1. Develop student interest by discussing the wide variety of careers in agriculture. 2. Identify lesson objectives. 3. Define new terms.
C. Define the 8 agricultural occupational clusters.	1. Discuss material under item B.
D. Describe requirements needed to enter each occupational cluster in terms of education, basic competency, and self-employment vs. paid employment opportunities.	1. Discuss material under item C. 2. Have students name additional qualifications.
E. Describe occupations which are suitable for entrance by a high school vo-ag graduate in each occupational area.	1. Discuss occupations listed for each cluster as found in item D. 2. Ask students to list other occupations found in the local community.
F. Describe occupations which are suitable for entrance by a post-secondary vocational agriculture graduate in each occupational cluster.	1. Discuss occupations listed under item E. 2. Have students identify other occupations found in the local community.

Teaching Tasks	Steps to Accomplish Tasks
G. Describe occupations which are suitable for entrance by a graduate with a baccalaureate or higher degree in each occupational cluster.	1. Discuss occupations listed under item F. 2. Have students identify other occupations found in the local community.

IV. **Learning Activities:**

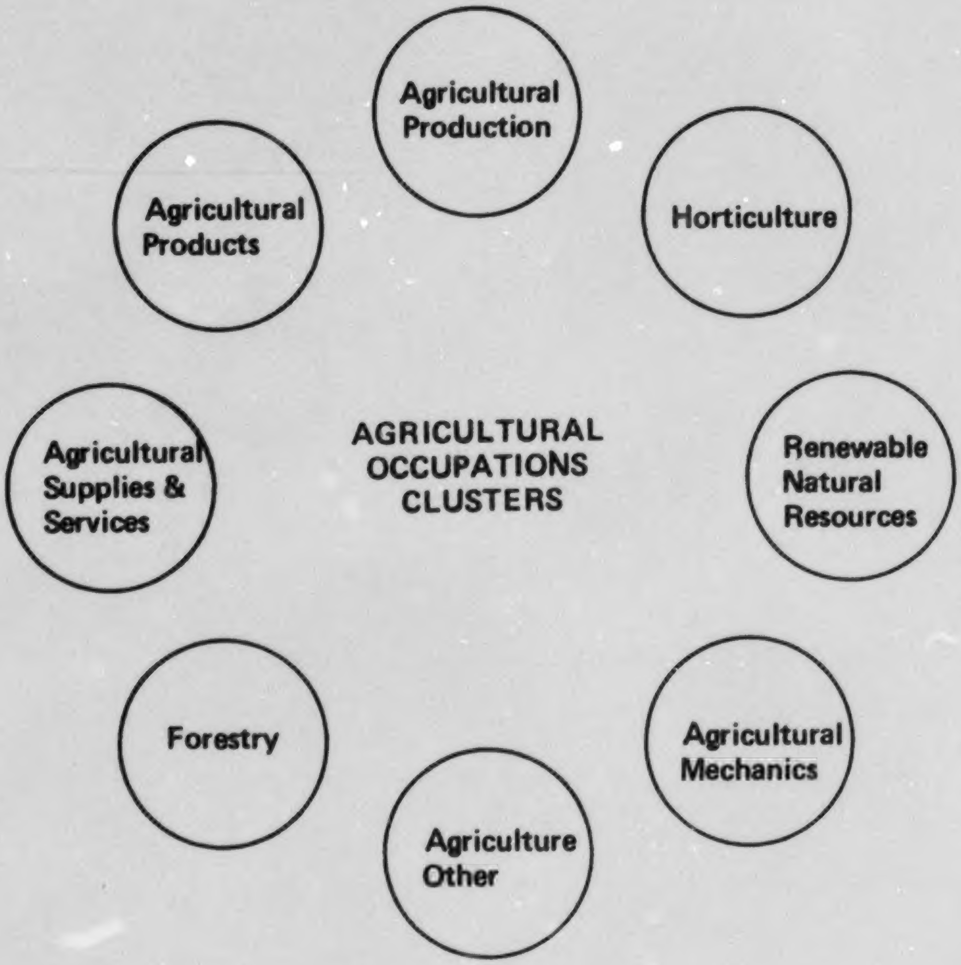
A. **New terms and definitions:**

1. Career - The course of a person's life as related to the world of work. A career can involve one or more occupations with many different jobs.
2. Occupation - A group of related tasks in the world of work which makes up the work a person regularly does to make a living. Examples: dairy farmer, tractor mechanic, logger, etc.
3. Job - A specific unit of work done for a specific employer at a specific wage.
4. Occupational cluster - A group of closely related occupations. There are eight occupational clusters in the agriculture, agribusiness, and natural resources industry.
5. Paid employee - A person who works for some other person.
6. Self-Employed - A person who owns a business or farm.
7. Occupational choice - A process by which an individual chooses an occupation in light of personal abilities, interests, and needs.
8. Career development process - A process by which a person adapts his or her career to changing ambitions. A person normally makes several occupational choices during a lifetime.

B. **What are the eight occupational clusters in agriculture, agribusiness, and natural resources occupations and how are they defined? (See TM 2 a)**

1. Agricultural Production - Occupations which use facilities, land, water, machinery, chemicals, finance, and labor to produce plant and animal products.
2. Agricultural Supplies and Services - Occupations which involve the distribution and marketing of supplies for agricultural production and the supplying of services to farmers and other producers. Such services can include processing, marketing, consulting, etc.
3. Agricultural Mechanics - Occupations which involve the selection, maintenance, operation, and use of agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural machine shop work, including the sales and servicing of related equipment.

TM 2 a


Agricultural Production
Horticulture
Renewable Natural Resources
Agricultural Mechanics
Agriculture Other
Forestry
Agricultural Supplies & Services
Agricultural Products
AGRICULTURAL OCCUPATIONS CLUSTERS

4. Agricultural Products - Occupations associated with the processing, inspection, and marketing of the food and non-food products of production agriculture. The major groups of agricultural products processed in Mississippi include meat and meat products, poultry and eggs, dairy products, fruits and vegetables, grain mill and oilseed products, and cotton products.
5. Horticulture - Occupations which establish, maintain and manage plants for use in decoration and shade purposes. These plants may include greenhouse and field flowers, turf grasses, shrubs, and trees.
6. Renewable Natural Resources - Occupations involved in the conservation and improvement of renewable resources such as forests, nature areas, fish and wildlife, soil, water, and air for economic and recreational purposes.
7. Forestry - Occupations concerned with the multiple use of forest lands and resources. This includes their management and protection for use as lumber, pulpwood, and other forest products, as well as logging and wood utilization.
8. Agriculture, Other - Occupations requiring agricultural skills which cannot be classified under any other cluster. The one occupation which is typically placed in this cluster is vocational agriculture teacher.

C. **What basic competencies, educational requirements, and opportunities are needed to enter each occupational cluster as a self-employed person or a paid employee?**

1. Production Agriculture
   a. Basic competencies required - Skills and knowledge relating to crop and animal production, soil and water management, power mechanics, and management are required.
   b. Educational requirements - Although some farmers presently farming do not possess much formal education, a high school education can safely be described as the minimal requirement for the person desiring to enter this occupational cluster. This education should include not only vocational agriculture, but also courses in biology, bookkeeping, economics, and general mathematics. Farming in general is fast becoming a more and more exact science requiring a "sound mind" more than a "strong back." High school graduates should plan to continue their education through adult and young farmer courses, extension classes, and individual instruction.

      The young person planning to enter production agriculture may find that a two-year course in a specialized field at the post-secondary level is a necessary step. At present such programs are available in Mississippi in the fields of livestock technology and farm management.

Some people may feel it is necessary to further their education beyond high school and post-secondary training by attending a four-year college or university. Fields of study for these people could include agronomy (crops), animal science (livestock), or agricultural economics (management). Both Mississippi State University and Alcorn State University offer such programs.

c. Entrance opportunities as a self-employed person - To enter production agriculture as a self-employed farmer or rancher requires enough capital or credit to obtain the necessary land, equipment, and supplies to start a farming operation. In some cases a rental agreement or lease-purchase contract may be negotiated with an older farmer to allow the student to start an operation. Some students may be able to form a partnership with their parents. If either of these opportunities is not available, the student may have to borrow money or work as a tenant or farmhand in order to start. In some cases, the beginning farmer may have to work at another job and conduct limited farming activities on the side.

   Regardless of the method selected for entering the cluster,a sound supervised occupational experience program during the high school years can provide a foundation of both experience and physical resources for entering the field.

d. Entrance opportunities as a paid employee - As more and more farms grow beyond the family farm status, opportunities for paid employment will continue to increase. As the skills and knowledge required to hold such positions, and the degree of mechanization increases, salaries paid to workers will also increase. Entrance level occupations could include tractor operator, animal caretaker, herd manager, or milk hand. Opportunities exist for these people to advance to positions in management on larger farms.

2. Agricultural Supplies and Services

   a. Basic competencies required - Skills and knowledge relating to crop and animal production, sales and marketing, specific agricultural supplies, accounting, and business management are requried.

   b. Educational requirements - A high school education with specialized study in agricultural supplies and services is preferred by many employers. High school courses in general business, typing, distributive education, and general math can also aid the student. There is a post secondary program which is operating in this area. Students desiring to work in managerial positions could profit from a four-year degree in agricultural economics or general agriculture.

c. Entrance opportunities as a self-employed person - In order to enter this occupational cluster as a self-employed operator, a large amount of captial and/or credit is necessary. Normally the beginning graduate will not be able to secure financing for a large-scale operation. As the worker gains experience as a paid employee, an opportunity to buy an existing business or to start a new business may present itself.

d. Entrance opportunities as a paid employee - A significant number of opportunities are available on a state-wide basis for a person with some training in this field. A supervised occupational experience program in coordination with specialized training in the occupational cluster would give the student a strong advantage over other applicants for entry level jobs.

3. Agricultural Mechanics

a. Basic competencies required - Skills and knowledge relating to power mechanics, internal combustion engines, hydraulics, specific pieces of equipment, and soil and water conservation are required for this occupational cluster.

b. Educational requirements - With the increasing complexity of modern farm machinery, more and more formal education is required for entrance into this occupation. A high school education with specialized study in agricultural mechanics can provide training necessary to enter occupations as a welder's aide, mechanic's aide, or soil conservation aide. From these entry level positions the employee can advance.

There are four post-secondary farm equipment programs in the state and several diesel mechanic programs. These programs can provide more technical skills for entrance into higher-level jobs. Most of the major equipment manufacturers provide special training for mechanics after they begin work.

c. Entrance opportunities as a self-employed person - Entrance into this occupational cluster also will require large amounts of capital and/or credit. Normally speaking, a building location, building, inventory, equipment, and supplies must be obtained. Most people enter this occupation as a self-employed person after working for several years as a paid employee.

d. Entrance opportunities as a paid employee - Most people enter this occupational cluster as an apprentice mechanic, welder, or parts person. Many employers are willing to hire students for part-time employment during their high school years. Such experience combined with vocational agriculture training gives a definite advantage.

4. Agricultural Products, Processing, and Marketing

   a. Basic competencies required - Skills and knowledge related to the marketing and processing of both food and non-food products including areas such as grading, inspecting, transporting, processing, packaging, storing, and marketing these products. The exact nature of the skills and knowledge required will depend upon the products to be processed and marketed.

   b. Educational requirements - A high school education can again be described as a minimal education for entrance into this cluster. Many occupations in this cluster require a two year post-secondary program. Such programs are presently offered in meat processing and cotton ginning by Mississippi junior colleges. A four-year college program is offered by Mississippi State University in food technology.

   c. Entrance opportunities as a self-employed person - As with other occupational clusters, considerable investment is needed to enter the cluster. Normally the necessary resources are not available to the high school graduate.

   d. Entrance opportunities as a paid employee - Preparation for entrance into this occupational cluster should begin during high school. Vocational agriculture instruction at the specialized level in combination with supervised experience is certainly helpful.

5. Horticulture

   a. Basic competencies required - Skills and knowledge related to plant and soil science, plant propagation, management, and plant protection are essential.

   b. Educational requirements - Educational requirements for occupations in this cluster can range from a high school education to a post-graduate degree from a university. Many varied occupations exist in this field. In many cases, on-the-job experiences can aid the lesser-educated worker in advancing to managerial positions.

   c. Entrance opportunities as a self-employed person - Perhaps more occupations suitable for self-employment exist in this cluster than in others. Some of these occupations, landscaping gardener for instance, can be entered by the high school student with a comparatively low investment in equipment and supplies. As the person gains experience, the services offered to the public may be expanded.

   d. Entrance opportunities as a paid worker - A number of opportunities exist for employment as a gardener-groundskeeper, greenhouse worker, nursery worker, retail florist, and garden supply center worker in the larger towns and cities in Mississippi. A knowledge of horticulture gained from basic and specialized vo-ag courses is a definite credit for the prospective employee.

6. Renewable Natural Resources

   a. Basic competencies required - Knowledge and skills associated with soil and water conservation, plant production, and wildlife habitat and management. For some occupations in recreations, a knowledge of building and facility construction and maintenance is required.

   b. Education requirements - Many of the occupations found in this cluster require a two-year post-secondary degree or a four-year college degree. Helpful subjects in high school, in addition to vo-ag, might include general science, chemistry, physics, math and algebra. Some lower level occupations in recreation may not require as much science.

   c. Entrance opportunities as a self-employed person - Very few opportunities exist in this occupational cluster for self-employment. In order to be self-employed a person would have to own some type of recreational enterprise such as a camp ground, park, or dude ranch.

   d. Entrance opportunities as a paid employee - Many state, local, and federal agencies have positions for persons in this occupational cluster. Entrance is usually made as a trainee or apprentice.

7. Forestry

   a. Basic competencies required - Skills and knowledge related to this cluster include plant and soil science, soil and water conservation, wildlife management, logging, forest management and improvement, and other areas.

   b. Education requirements - Depending upon the occupation chosen, educational requirements can range from a high school diploma to a post-graduate degree. Post-secondary training is available at several junior colleges in the state. Mississippi State University has a School of Forest Resources which offers programs in several fields.

   c. Entrance opportunities as a self-employed person - Most people entering this cluster as a self-employed operator do so as a logging or pulpwood contractor. Investment in equipment and supplies for a small operation may be within the reach of a high school graduate. Over a period of time, additional equipment may be secured to expand the logging operation.

   d. Entrance opportunities as a paid employee - Many positions exist for persons with government and industry agencies. These positions often offer good starting pay and a good possibility for advancement. Often, entry-level jobs are of an apprenticeship or trainee nature.

D. What occupations are suitable for entrance by a high school graduate for each occupational cluster?

1. Agricultural Production
   a. Dairy farmhand - Milks and tends cows and performs related tasks, such as: cleaning equipment and barns; driving a tractor; maintaining barns and equipment; planting, cultivating, and harvesting feed crops; and maintaining production and breeding records.

   b. Row crop farmhand - Plants, cultivates, and harvests row crops including cotton, corn, and soybeans. Operates machinery including trucks, tractors, combines, or pickers. Prepares seedbed; plants seed; applies fertilizer and chemicals including herbicides, fungicides, and insecticides; and harvests crops.

   c. Livestock farmhand - Tends to livestock such as beef cattle, swine, and sheep by feeding and performing general management tasks. Operates trucks and tractors. May plant, cultivate, and harvest feed and forage crops.

   d. General farmhand - Performs any combination of the above listed duties or other duties as assigned by the farm owner or manager.

   e. Farmer (small scale) - In addition to working as a farmhand, the small scale farmer also assumes managerial responsibilities. Determines kinds and amounts of crops and/or livestock to be produced. Selects and purchases supplies and equipment. Assumes responsibility for marketing farm products.

   f. Tenant farmer - Farms land belonging to another person. Both tenant and owner participate in the management process. The tenant usually provides labor and part of the supplies and equipment. Owner provides other resources.

   g.

   h.

   i.

2. Agricultural Supplies and Services
   a. Agricultural supply store salesclerk - Sells agricultural supplies such as feeds, seeds, fertilizers, pesticides. Utilizes knowledge of these supplies as related to production agriculture practices. Displays merchandise, prepares forms and sales contracts. May assist in packaging or processing certain supplies.

   b. Feed mill worker - Mixes livestock and poultry feed. Weighs materials and feeds for bulk delivery or sacking. Operates scales, mixers, grinders, pellet rollers, and other equipment. May deliver bulk feed to farm.

c. Artificial inseminator - Breeds cows using artificial insemination equipment and procedures. Maintains records of sires and dams. Stores and transports frozen semen.

d. Dairy tester - Tests milk from each cow in the herd to determine amount produced, butterfat content, and other factors to be considered in selecting and culling animals and formulating feed rations.

e.

f.

g.

3. Agricultural Mechanics

    a. Farm equipment mechanic aide - Assists tractor mechanic in repairing tractors and other equipment. Performs tasks such as installing jacks and hoists, disassembling and assembling parts and components under mechanic's supervision, cleaning tools and parts, and cleaning and lubricating equipment.

    b. Farm machinery set-up employee - Uncrates and sets up machinery for use in the field, including assembly and adjustment.

    c. Agricultural equipment parts clerk - Sells parts and supplies for agricultural equipment. Uses catalog to determine part needed. Locates part. Completes sales form. Maintains inventory. Receives and stores parts following stocking system.

    d. Commercial equipment operator - Operates and maintains equipment for hire. Examples: hay mowers, rakes and balers, combines, pickers, etc. Contracts with farmers to perform harvesting or other operations.

    e.

    f.

    g.

4. Agricultural Products Processing and Marketing

    a. Butcher's assistant - Assists in all slaughtering and butchering operations, such as: stunning, shackling, bleeding, removing hide and entrails, boning, and cutting and wrapping carcasses and meats. Usually employed in small meat processing plants. In larger plants, may only perform one of the listed duties.

    b. Retail meat cutter assistant - Works in retail supermarket. Assists meat cutter in cutting, trimming, weighing, and packaging retail meat cuts. May bone-out meat for grinding. Cleans meat cutting facility and equipment.

    c. Egg candler - Inspects eggs to determine quality and freshness. Removes unsuitable eggs and places suitable eggs into lots by grade and size.

d. Dairy processing helper - Performs simple tasks in a dairy processing plant, such as cleaning facilities and equipment. Operating equipment, assists in different processing operations.

e. Cotton ginner's assistant - Assists the cotton ginner in operating and maintaining ginning equipment. May operate sucker pipe to remove cotton from trailers, remove bales from press, and move bales to storage area.

f.

g.

h.

5. Horticulture

a. Groundskeeper - Maintains grounds of industrial, commercial or public property by mowing lawns, edging walks and flower beds, pruning shrubs and trees, spraying for pests, planting new plants, etc.

b. Nursery worker - Plants, cultivates, and harvests ornamental trees, shrubs, and flowering plants. Prepares soil for planting, plants cuttings or seedlings, harvests plants and prepares for shipping, and controls insects and diseases.

c. Greenhouse worker - Produces plants inside a greenhouse. Prepares soil mixture, plants seeds or cuttings, maintains proper environment, waters and fertilizes plants, and prepares plants for shipment. May assist in maintaining the greenhouse and related equipment.

d. Floral designer's assistant - Assists floral designer in designing and fashioning floral pieces and decorations by selecting appropriate materials, forming bouquets, corsages, sprays, and wreaths and delivering them to the purchasers.

e.

f.

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6. Renewable Natural Resources

a. Park worker - Maintains park facilities including lawns, trees, shrubs, buildings, and facilities. Assisting in building nature trails, benches, signs, etc. Picks up trash and other debris.

b. Trapper - Traps animals for pelts, pest control, bounty, or relocation. Skins animals for pelts and stretches pelts for curing. Markets pelts. May remove certain parts to collect bounty.

c. Soil conservationist's assistant - Assists soil conservationist in planning and developing soil conservation plans by conducting soil surveys and investigations. Helps conduct surveys to run terrace lines, drainage ditches, irrigation channels, etc.

d. Fire lookout - Observes, locates, and reports forest and range fires and weather conditions from a remote lookout position.

e.

f.

g.

7. Forestry

   a. Forester's assistant - Assists forester in cruising timber, marking timber for sale, and replanting cut-over land. May assist in fighting forest fires, maintaining roads and equipment, and surveying boundaries.

   b. Logger (all round) - May perform one or more of the following duties: cutting, skidding, loading and hauling timber and pulpwood, and operating and maintaining equipment.

   c. Skidder operator - Operates a four wheel or track-type tractor to move logs or bolts from felling site to loader. May also use tractor to build and maintain logging roads, trails, and landings and to pile brush and tops. Performs preventive maintenance on tractor.

   d. Sawmill worker - Performs varied duties involved in preparing, cutting, and storing logs and lumber. May operate forklift, boom-type loader, or tractor.

   e.

   f.

   g.

E. **What occupations are suitable for entrance by a graduate of a post-secondary vocational program?**

1. Production Agriculture

   a. Farm manager - Manages farm on behalf of owner, applying principals of management and production. Confers with owner on planning the farm program, secures supplies and equipment, supervises planting or production activities, maintains records, and reports to owner.

   b. Herd manager - Plans and supervises the care, feeding and breeding of a herd of livestock including dairy animals, beef cattle, swine, or sheep. May or may not supervise other laborers.

   c.

   d.

   e.

2. Agricultural Supplies and Services
   a. Artificial breeding technician - collects, evaluates, processes, and packages semen from bulls for distribution to artificial inseminators.
   b. Veterinary technician - aids veterinarian in diagnosing, treating, and handling animals. May perform more routine duties such as vaccinating and testing and castrating sheep, hogs, and cattle.
   c.
   d.
   e.

3. Agricultural Mechanics
   a. Farm equipment mechanic - Services, adjusts, maintains, and repairs all types of farm equipment. Tasks may include major overhaul of gas and diesel engines, hydraulic systems, and transmissions. Diagnoses problems in operation. May weld defective frame parts.
   b. Diesel mechanic - Services and repairs diesel engines exclusively. Overhauls and repairs pistons, valves, injectors, and injection pumps.
   c.
   d.
   e.

4. Agricultural Products Processing and Marketing
   a. Dairy products technician - Tests milk samples for quality, bacteria count, butterfat content, objectionable odors or flavors, etc.
   b. Cotton ginner - Adjusts and maintains cotton gins and related equipment. Supervises assistants.
   c.
   d.
   e.

5. Horticulture
   a. Landscape gardener - Plans and executes landscaping operations including installing lawns and turf grasses, flower beds, hedges, and scenic structures such as fountains or rock gardens. Supervises groundskeepers and laborers.
   b. Floral designer - Plans and creates floral designs including sprays, corsages, wreaths, and centerpieces for weddings, social events, etc.

   c.
   d.
   e.

6. Renewable Natural Resources
   a. Soil conservation technician - Assists soil conservationist by conducting surveys, determining slopes, marking ditches and terraces, etc.
   b. Wildlife technician - Assists wildlife biologist in making wildlife survey, trapping and restocking animals, etc.
   c.
   d.
   e.

7. Forestry
   a. Forestry technician - Assists professional foresters by conducting timber cruises, marking timber for sale, supervising forestry aides, etc.
   b. Logging operations inspector - Inspects logging operations to insure that workers adhere to contract provisions and safety regulations.
   c.
   d.
   e.

F. **What occupations are suitable for entrance by college graduates?**

1. Production Agriculture
   a. Farmer (large scale) - Performs most of the duties of a smaller farmer except on a scale requiring more managerial ability. Supervises workers and makes major decisions on farming operations.
   b.
   c.
   d.

2. Agricultural Supplies and Services
   a. County agricultural agent - Instructs and advises farmers concerning farm problems by delivering lectures, preparing articles, demonstrating procedures, and working with 4-H clubs.
   b. Management trainee, farm cooperative - Performs assigned duties which will train for advancement into a management position.

Works in areas such as sales, advertising, accounting, warehousing, or personnel under close supervision of manager or assistant manager.

   c.
   d.
   e.

3. Agricultural Mechanics
   a. Agricultural engineer - Applies engineering technology to agricultural problems associated with farm power and machinery, structures, electrification, and soil and water conservation.
   b.
   c.
   d.
4. Agricultural Products Processing and Marketing
   a. Food bacteriologist - Investigates activities of bacteria and other microorganisms in manufacture, spoilage, and deterioration of food.
   b. Grain elevator agent - Manages grain elevator, collects samples for testing and grading, contracts with farmers to buy grain, makes future contracts to protect against losses.
   c.
   d.
   e.
5. Horticulture
   a. Horticulturist - Conducts experiments and investigations on problems relating to breeding, production, storage and transit of horticultural plants.
   b. Landscape architect - Plans and designs development of land areas such as parks, schools, shopping centers, and other such facilities as related to their beautification through the use of plants.
   c.
   d.
   e.
6. Renewable Natural Resources
   a. Park ranger - Enforces laws, regulations, and policies in state or national parks. May supervise workers in performing other duties.
   b. Soil conservationist - Plans and develops coordinated practices for soil-erosion control, moisture conservation, and sound land use.

May direct soil conservation technician or aides in performing such duties.

   c.

   d.

   e.

7. Forestry

   a. Forester - Manages and develops forest lands and their resources for both economic and recreational purposes. Supervises activities of forestry technicians and aides in accomplishing this objective.

   b.

   c.

8. Agriculture, Other

   a. Vocational Agriculture Teacher - Teaches high school and junior college students in the practical application of agriculture to farming and agribusiness operations. Directs students in supervised occupational experience programs and Future Farmers of America activities. Teaches adult classes for farmers and agribusiness workers.

   b.

   c.

G. **Lesson Summary:**

Key points to remember about this lesson include:

A. A person's career may be composed of several jobs and occupations. The choice of an occupation must be based upon a person's abilities, interests, and needs.

B. Vocational agriculture programs may offer training designed to prepare students for employment in any of the following areas: production agriculture, agricultural supplies and services, agricultural mechanics, agricultural products, horticulture, renewable natural resources, forestry, and other agricultural occupations.

C. Many different occupations are available in each of these areas. Educational requirements for entry may range from a high school education to an advanced college degree.

V. **Supplementary Activities**

A. Have students make a survey of local agricultural enterprises and businesses. The survey should include the name and location of each business and the number of employees employed by each business.

B.

C.

VI. **Supplementary Learning Aids:**

A. Transparency masters

TM2a Agricultural Occupations Clusters

B. Films available from R/CU film library:

"Decision for Bill"

"From This Land"

"Rewarding Careers in a Dynamic Industry"

C. References:

Hoover, Norman K. **Handbook of Agricultural Occupations.** 5th printing. Danville, IL: Interstate, 1966.

Luik, Floyd J., et. al. **Agricultural Careers: A Curriculum Guide.** Stillwater, OK: Dept. of Agricultural Education, 1975.

Sidney, Howard P. ed. **Career Opportunities for Technicians and Specialists: Agricultural Forestry and Oceanographic Technicians.** Chicage: J.S. Ferguson, 1969.

U.S. Dept. Of Labor. **Dictionary of Occupational Titles.** Vol. II, **Occupational Classification.** 3rd ed. Washington: U.S. Government Printing Office, 1965.

U.S. Dept. of Labor. **Occupational Outlook Handbook.** (current edition) Washington: U.S. Government Printing Office.

LESSON 3

Selecting a Supervised Occupational Experience Program

I. **Introduction:**

Since the earliest years of vocational agriculture, the emphasis of its instruction has been "learning by doing." This lesson will focus on providing a basic understanding of the different types of supervised experience programs and basic guidelines as to how to select such a program. For vocational agriculture to continue to fully serve the needs of its students, it is essential that all students have some type of supervised occupational experience program.

II. **Objectives:**

A. **Terminal objective.** Upon completion of this lesson, the student should be able to describe the objectives of a supervised experience program and list several factors to consider in selecting a program. The student should also be able to describe the three types of programs and the major components of a program. Based upon this knowledge, the student should be able to select a program that meets personal needs and interests and which the student is capable of conducting.

B. **Specific objectives.** Upon completion of this lesson, the student should be able to:

1. Define terms associated with supervised occupational experience programs.
2. List objectives of a supervised occupational experience program.
3. List factors to be considered in selecting a supervised occupational experience program.
4. Describe the three types of supervised occupational experience programs.
5. Describe the major components of a supervised occupational experience program.
6. Select a supervised occupation experience program which meets personal capabilities, needs, and interests.
7.
8.
9.

III. Instructional Procedures:

Teaching Tasks	Steps to Accomplish Tasks
A. Prepare for the class.	1. Review entire unit and determine if additional material is needed. 2. Duplicate copies of Student Assignment No. 1. 3. Make transparency.
B. Introduce the lesson.	1. Develop student interest. 2. Discuss the importance of "learning by doing". 3. Identify lesson objectives. 4. Define new terms.
C. Discuss the objectives of a supervised occupational experience program.	1. Discuss all material found under Section B of Learning Activities. 2. Illustrate each objective with local examples if possible. 3. Stress the point that a supervised occupational experience program is not a hobby, but a part of the vocational training program.
D. Discuss factors to be considered in selecting a supervised occupational experience program.	1. Discuss all material found under Section C of Learning Activities. 2. Stress following factors: a. SOEP must relate to students' occupational objective. b. SOEP should provide opportunities for expansion and/or advancement into chosen occupational objective.

Teaching Tasks	Steps to Accomplish Tasks
E. Discuss the three types of supervised occupational experience programs.	1. Discuss material under Section D of Learning Activities. 2. Point out any limitations which might prevent students from having certain types of programs. (Examples - lack of lab facilities at school or limited number of placement opportunities for students in agribusiness.)
F. Discuss major components of SOEPs.	1. Discuss all material found under Section E of Learning Activities. 2. Stress the fact that it is important for the student to keep accurate records of SOEP in order to receive full credit for accomplishments.
G. Make Student Assignment No. 1.	1. Provide all students with a copy of Student Assignment No. 1. 2. Explain that the purpose of this assignment is to begin the planning and implementation of a SOEP for each student. 3. Request students to talk with parents concerning this assingment. 4. Set due date for completing this assignment.
H. Summarize the lesson.	1. Discuss points in Lesson Summary.

IV. Learning Activities

A. New terms and definitions:

1. Supervised Occupational Experience Program - An educational program which is conducted under simulated or real work conditions and by which a student can obtain a start toward placement in a chosen occupation.
2. Enterprise - A unit of the supervised occupation experience program which is devoted toward the development of specific skills and knowledge associated with an occupational objective.
3. Supplementary practice - A sub-unit of skills or knowledge which contributes indirectly toward the completion of an enterprise. (Ex. welding, tractor maintenance)

B. What are the objectives of any supervised occupational experience program?

The ultimate goal of any supervised occupational experience program is to allow the student to become established in a chosen occupational field. The following objectives aid in the accomplishment of this goal:

1. To apply skills and knowledge gained during classroom, laboratory, and FFA activities to a work situation.
2. To allow the student to gain work experience prior to leaving school.
3. To provide opportunities for development of skills and knowledge which cannot be taught in the school setting. (Examples - management of money, resources, and enterprises; recordkeeping; etc.)
4. To further confirm the student's occupational choice.
5. To provide supplemental income to allow for future education or expansion of the program into a full-time job.
6. To provide recognition and motivation to encourage the students to continue to pursue their stated occupational objectives.

C. **What factors should be considered in selecting a supervised occupational experience program?**

1. **The occupational objective of the student.** The supervised occupational program chosen by a student must reflect the student's chosen occupational objective since it is designed to be a vehicle by which a student will eventually enter the world of work.
2. **The resources available to the student.** The amount of land, equipment and capital available to the student can severely limit the scope of a supervised occupational experience program. Community resources may also limit the student's available options. In urban communities there may be a lack of available land for production agriculture projects. In rural communities, there may be only a few suitable agribusiness firms to which the student can go for training.
3. **The experience and ability of the student.** Normally the first year student does not possess the experience or ability to conduct a large scale program. Many teachers feel that it is better for beginning students to start on a small scale, do an acceptable job, and advance to larger enterprises as they gain experience, ability, and confidence.
4. **The opportunities for expansion or advancement into a full-time occupation.** In selecting a supervised occupational experience program the student should remember that the program is to be used as a stepping stone toward placement after graduation. A strong program can provide a student with the resources to make a start in farming or the experience and skill to obtain a job in agribusiness.

D. **What are the three types of supervised occupational experience programs? (See TM 3 a)**

1. **Ownership programs.** For many years most students in vocational agriculture had "projects." The ownership program is the outgrowth of the older "project" system. This type of program is designed for the student who has available resources to operate a program as an owner. Examples of ownership programs include crops programs, livestock programs, horticulture programs, or forest management programs in which the student owns the resources. In this type of program, the student receives training not only in employment skills but also in management.
2. **Placement programs.** In this type of program, the student is placed in an agribusiness firm or on a farm where skills and competencies are learned in an on-the-job situation. This program is designed for students with non-production agriculture occupational objectives and for production agriculture students who lack the resources for an ownership program. Examples of training stations might include agricultural supply centers, agricultural equipment dealerships, slaughter plants, dairy farms, or poultry farms.
3. **Laboratory programs.** Some schools may have the facilities to provide supervised occupational experiences on the school campus. A school greenhouse or school farm could be examples of this type program. Students work on these programs during after school hours and summer months. Practice during school hours does not count.

ALL SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS SHOULD HAVE A MINIMUM OF 360 HOURS OF WORK TIME EXCLUDING CLASS TIME.

E. **What are the major components of any supervised occupational experience program?**

1. **Written training agreement.** This contract-like agreement is necessary for any program. It specifies in detail the terms by which the student, parent, teacher, and employee (if applicable) will be expected to abide. These terms may include length of training period, resources to be supplied, wages, duties to be performed, supervision, and profit sharing plans. The specific provisions of the agreement will be discussed in detail later.
2. **Written outline of program goals and information on how these goals will be accomplished.** This is actually a plan for the program to be developed in terms of long-range goals and short-term goals. Long-range goals will focus upon the ultimate objective of placement in a chosen occupational area. Short-term goals will

TM 3 a

TYPES OF SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

1. Ownership Programs
    a. Student owns all resources solely or in partnership.
    b. Student learns employment skills and management.
2. Placement Programs
    a. Student is placed in a job under the direction of an employer.
    b. Student may be employed on a farm or in an agribusiness.
3. Laboratory Programs
    a. Student obtains training in a school facility (farm, greenhouse, etc.).
    b. Student must work for SOEP credit after school and summer.

ALL SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS SHOULD INVOLVE AT LEAST 360 HOURS OF WORK BY THE STUDENT OUTSIDE OF REGULAR CLASS WORK.

specify activities to be accomplished during a one-year period of training. Formal plans for accomplishing these short-term goals including budget, major enterprises, supplementry practices, and other pertinent information will be developed later.

3. **Major enterprises or activities.** As previously defined, a major enterprise consists of a unit devoted to the development of skills in a specific area. Examples of such areas include corn production, beef production, or vegetable production. Major enterprises or activities are not limited to production projects but may also apply to placement programs. Examples of major enterprises for such programs include agricultural supply clerk, tractor mechanic or forestry aide. Such enterprises involve specific skills and knowledge associated with these occupations in the place of skills and knowledge involved with production enterprises.

4. **Supplementary practices.** These activities involve skills and knowledge indirectly associated with major enterprises. An example would be the repair of farm machinery associated with a crop enterprise or repair of buildings, equipment, or facilities involved in a placement program.

5. **Records.** Regardless of the type of program the student selects, a complete set of records must be kept. These records may include inventories, income and expense statements and year-end summaries for self-employed production programs or records of earnings for placement-type programs. Detailed instruction on record keeping will be discussed in a later lesson. The purposes for keeping records may be listed as follows:

   a. To provide evidence of skills and knowledge learned during the supervised occupational experience;

   b. To allow the student to practice record keeping;

   c. To serve as a means of evaluation of the program by the teacher; and

   d. To assist the student in obtaining advanced degrees in the FFA.

E. **Lesson Summary:**

Key points to remember:

1. The ultimate goal of any supervised occupational experience program is to allow a student to become established in a chosen occupational field.

2. In selecting a supervised occupational experience program, the student should consider the occupational objective, resources, experience and ability, and opportunities for expansion or advancement available to the student.

3. Supervised occupational experience programs may take place in the form of ownership programs, placement programs and laboratory programs.
4. The components of a supervised occupational experience program consist of: (1) a written training agreement; (2) a written outline of program goals and plans; (3) major enterprises or activities; (4) supplementary practices; and (5) records.

V. **Supplementary Learning Activities:**

A. Have students select and tentatively plan a supervised occupational experience program. Use Student Assignment No. 1, "Statement of Occupational Objective and Supervised Occupational Experience." This handout is designed for use by students in Basic Vo-Ag I & II. The student should select an occupational objective and appropriate supervised occupational experience. The major enterprise(s) and supplementary practices to be engaged in during the coming year should be listed. A more complete plan will be developed at a later date.

B.

C.

VI. **Supplementary Learning Aids:**

A. Transparency Masters:

TM3a Types of Supervised Occupational Experience Programs.

B. References:

Carwin, Merle A. **Supervised Occupational Experience Manual for Students of Vocational Agriculture.** Danville, IL: The Interstate , n.d.

Patton, Bob. **Vocational Agriculture I.** Stillwater, OK: State Department of Vocational and Technical Education, 1974.

Student Assingment #1

Statement of Occupational Objective and Supervised Experience Program Plan

Student's Name: ____

Class:

- _____ Basic Vo-Ag I
- _____ Basic Vo-Ag II

Occupational objective:

- _____ Production Agriculture
- _____ Ag Supplies/Services
- _____ Ag Mechanics
- _____ Ag Products
- _____ Renewable Natural Resources
- _____ Horticulture
- _____ Forestry
- _____ Other

Supervised occupational experience:

- _____ Ownership Program
- _____ Placement Program
- _____ Laboratory Program

Major enterprise(s) to be engaged in during coming year: ________________

____

____

Supplementary practices: ____

____

LESSON 4

Planning A Supervised Occupational Experience Program

I. **Introduction:**

The planning of a supervised occupational experience program is most essential. The student should develop a written plan during the beginning of the school year which states in exact terms what she or he plans to accomplish in terms of long-range and short-term goals. In addition to this written plan, a written training agreement must be developed between the student, the student's parents, the vo-ag teacher, and the employer (if applicable). This training agreement should state the terms under which the program will be conducted and the responsibilities of all parties.

This lesson is designed to provide instruction which will assist the student in developing formal plans and agreements concerning supervised occupational experience.

II. **Objectives:**

A. **Terminal objective.** Upon completion of this lesson, the student should be able to develop a formal plan for conducting a supervised experience program. This plan will include long-range and short-term goals, major enterprises or activities, supplementary practices, estimated income and expenses, labor requirements, building and equipment requirements, skills to be developed, and/or other factors as determined by the selected occupational experience program. The student should also be able to develop a written training agreement with the assistance of the vo-ag teacher, parents, and the employer (if applicable).

B. **Specific objectives.** Upon completion of this lesson, the student should be able to:

1. Define terms related to planning of supervised occupational experience programs.
2. Identify long-range and short-term personal goals concerning supervised occupational experience programs.
3. Prepare a written plan for conducting a supervised occupational experience program for one year.
4. Complete a written training agreement involving the student, student's parents, vo-ag teacher, and employer (if applicable).

5.

6.

7.

III. Instructional Procedures:

Teaching Tasks	Steps to Accomplish Tasks
A. Prepare for the class.	1. Review entire lesson and determine if additional material or revision is needed. 2. Duplicate student assignments No. 1 and 2. 3. Make transparencies.
B. Introduce the lesson.	1. Discuss briefly the importance of proper planning of any supervised occupational experience program. 2. Identify lesson objectives. 3. Define terms listed under Section A of Learning Activities.
C. Develop long-range and short-term goals.	1. Discuss material in Section B of Learning Activities. 2. Discuss examples 1 and 2. 3. Make Student Assignment No. 1.
D. Develop a one-year plan for a supervised occupational experience program.	1. Discuss material under Section C of Learning Activities. 2. Discuss examples 3 and 4. 3. Make Student Assignment No. 2. (Allow sufficient time for students to prepare a complete plan.)

Teaching Tasks	Steps to Accomplish Tasks
E. Develop a written training plan.	1. Discuss material under Section D of Learning Activities. 2. Discuss examples 5 and 6. 3. Make Student Assigment No. 3.
F. Summarize the lesson.	1. Discuss material and key points in Lesson Summary.

IV. **Learning Activities:**

A. **New terms and definitions:**

1. Long-range goal - A goal or objective which is set for some distant time in the future. Usually several years.
2. Short-term goal - A goal or objective which can be met during a relatively short period of time, usually one year or less.
3. Supervised experience program annual plan - A written plan which specifies how short-term goals of the student will be achieved. Includes a list of major enterprises, supplementary practices, estimated income and expenses, labor requirements, and other important information.
4. Employment or training agreement - A written agreement between the student, teacher, vo-ag teacher, and employer (if applicable) which states the duties of all parties concerned.

B. **What are long-range and short-term goals as related to supervised occupational experience programs?**

It should be recalled that the purpose of a supervised occupational experience program is to develop skills and knowledge which will allow the student to secure a job either as a self-employed owner operator or as a paid employee upon completion of the vocational agriculture program. By establishing long-range and short-term goals, the student can develop a long-term program which, over the four-year period of training, can lead to the accomplishment of this purpose. The short-term annual goals should become increasingly more specific as the student advances through the program. Examples of long-range and short-term goals for production agriculture program are shown in Example 1. Examples of long-range and short-term goals for a forestry program are shown in Example 2. (Examples are found in the Appendix following this lesson) In both cases the student begins with basic training in the basic vocational agriculture courses and advances to more specific training. Likewise the student's supervised occupational experience program begins with basics on a small scale and advances to a larger scale and to more specific skills. Both programs cumulate with full-time employment.

Each student enrolled in Basic Vo-Ag I will be expected to list his/her long-range goals and to develop short-term goals which will serve as guides for planning occupational experience programs for the next four years. Long-range and short-term goals will need to be reviewed and revised at the beginning of each school year.

C. **What information is included in a one-year plan for a supervised occupational experience program?**

The one-year plan is a written outline of how the student will achieve the short-term goals associated with his/her supervised occupational experience program. The plan lists the following information:

1. Scope and size of program.
2. Date program is to start and end.
3. Reasons for selecting this program.
4. Number of animals involved (if applicable).
5. Number of acres involved (if applicable).
6. Amounts of feed, seed, fertilizer, and other supplies to be purchased (if applicable).
7. Amount of labor involved.
8. Machinery and other equipment involved (if applicable).
9. Buildings and facilities involved (if applicable).
10. Estimated returns.
11. Financing arrangements (if applicable).
12. Skills to be learned.
13. Use of profits from program.
14. Related FFA activities.

Example 3 (see Appendix) shows a sample one-year plan for a production agriculture program. The student may wish to include other improtant information in her/his individual plan.

Student desiring to participate in off-farm occupational programs or in placement programs will need to modify their one-year plan. (See Example 4 in the Appendix) Information on the number of skills and responsibilities to be developed will have to be included. Supplementary skills and improvement projects to be performed during the coming year should also be listed. Information pertaining to resource supplies, machinery, buildings, and financing arrangements may be deleted from such plans.

D. **What is a written training agreement:**

After the student completes a written one-year plan for his/her supervised occupational experience program, the student, with the assistance of parents, the vo-ag teacher, and an employer (in the case of placement programs), should complete a written training agreement. This written agreement specifies the services to be provided by the student and the other parties. Example 5 shows a sample agreement for a production agriculture program. Example 6 shows an agreement for a placement program. (See Appendix to this lesson)

When completing a training agreement, the student should try to specify to as great a degree as possible the duties and responsibilities of all concerned parties. In completing a training agreement for a supervised occupational experience program, the following items should be specified:

1. Dates of training.
2. Names of parties.
3. Description of student responsibilities.
4. Description of student benefits.
5. Description of parental (or other party) responsibilities.
6. Description of parental (or other party) benefits.
7. Responsibility of vo-ag teacher.

In the case of placement programs the following additional information should be provided:

1. Person in charge of student.
2. Usual working hours both while attending school and while not attending school.
3. Provisions for overtime.
4. Wages.
5. Provision for time off.
6. Frequency of payment.
7. Insurance coverage.

E. Lesson Summary

Key points to remember:

1. Long-range occupational goals normally relate to placement in a chosen occupational field. Short-term goals are enabling objectives on a year-to-year basis for meeting long-range goals.
2. The one-year plan for a supervised occupational experience program lists important information concerning the details of the student's program for the coming year.
3. The training agreement is a document which specifies the services to be provided and received by the student, parents, employer, and teacher.

V. Supplementary Activities:

1. Student Assignment No. 1. Using the information developed in the previous lesson, have the students prepare a set of long-range and short-term goals by which they will meet their stated occupational objectives. These goals should be as realistic as possible in light of the student's objectives, resources, and abilities. Students should be encouraged to utilize parental assistance in developing these goals.
2. Student Assignment No. 2. After completing Assignment No. 1, the students should develop a one-year plan for conducting their supervised occupational experience programs. The plan should include information similar to that shown in examples 3 and 4. Teachers may prefer to simplify or expand upon these examples as suitable.
3. Student Assignment No. 3. Using forms to be duplicated by the teacher or obtained from a recordbook, the student,with assistance from the teacher, parents, and others as applicable, should complete a written training agreement.

VI. Supplementary Learning Aids:

1. References:

Carwin, Merle A. **Supervised Occupational Experience Manual.** Danville, IL: The Interstate.

FFA Student Handbook. Alexandria, VA: National FFA Foundation, Inc., 1977.

Supervised Occupational Experience in Agriculture: Plans and Records. Baltimore: French Bray Printing Co.

Vocational Agriculture Record Book for Agricultural Production. Baltimore: French Bray Printing Co.

Appendix to Lesson 4
Examples of Supervised Occupational Experience Program Goals, Plans, and Training Agreements

Example 1

SAMPLE LONG-RANGE AND SHORT-TERM GOALS

Student's Name: Leroy Smith Occupational objective: Agric. Production - Crops

I. LONG-RANGE GOALS:

  A. To become established as a self-employed crop farmer

  B. To acquire resources and capital to make a start in farming

II. SHORT-TERM GOALS:

  A. Sept. 1, 1978 - Aug. 31, 1979

    1. To acquire basic agricultural skills and knowledge through Basic Vo-Ag I.

    2. To develop technical and employability skills by participating in FFA activities.

    3. To develop crop production skills by planning, planting, caring for, harvesting, and marketing vegetable crops.

    4. To develop crop production skills by serving as a laborer on my father's farm.

  B. Sept. 1, 1979 - Aug. 31, 1980

    1. To continue to acquire basic agricultural skills and knowledge through Basic Vo-Ag II.

    2. To continue to develop technical and employability skills by participating in FFA activities.

    3. To develop crop production skills by planning, planting, caring for, harvesting, and marketing 10 acres of soybeans on a cost-share basis with my father.

  C. Sept. 1, 1980 - Aug. 31, 1981

    1. To acquire specialized skills and knowledge related to crop production through Crop Production I.

    2. To continue to develop technical and employability skills by participating in FFA activities.

    3. To continue to develop crop production skills by planning, planting, caring for, harvesting, and marketing 20 acres of soybeans. Land to be leased from neighbors. Labor and supplies to be supplied by me. Machinery to be rented from my father.

D. Sept. 1, 1981 - Aug. 31 1982

1. To continue to acquire specialized skills and knowledge related to soybean and cotton production through Crop Production II.
2. To continue to develop technical and employability skills through FFA activities.
3. To continue to develop crop production skills by planning, planting, caring for, harvesting, and marketing 20 acres of soybeans and 15 acres of cotton. Land to be leased. Some machinery to be rented and some to be purchased. All supplies and labor to be supplied by me.

E. Sept. 1, 1982 -

1. To continue to develop special skills and knowledge through young farmer classes.
2. To lease and/or purchase 300 acres of land to be used in producing cotton and soybeans.
3. To acquire additional machinery as needed to expand farming operations.

Example 2

SAMPLE LONG-RANGE AND SHORT-TERM GOALS

Student's Name: Charles Smith Occupational Objective: Forestry

I. LONG-RANGE GOALS:

- A. To become a full-time employee of a forestry company.

II. SHORT-TERM GOALS:

- A. Sept. 1, 1978 - Aug. 31, 1979
  1. To acquire basic agricultural skills and knowledge through Basic Vo-Ag I.
  2. To develop technical and employability skills by participating in FFA activities.
  3. To develop forestry skills by performing timberstand improvement practices on my father's farm. Practices include deadening cull trees, removing salvagable trees, planting new trees.
- B. Sept. 1, 1979 - Aug. 31, 1980
  1. To continue to acquire basic agricultural skills and knowledge through Basic Vo-Ag II.
  2. To continue to develop technical and employability skills by participating in FFA activities.
  3. To continue to develop forestry skills by continued management of my father's wood lands. Practices include improving wildlife habitat and continuation of timberstand improvement.
- C. Sept. 1, 1980 - Aug. 31, 1981
  1. To acquire specialized forestry skills and knowledge through Forestry I.
  2. To continue to develop technical and employability skills by participating in FFA activities.
  3. To continue to develop forestry skills by working for a forestry company as a forester's aide during summer months and by continuing home woodlot project.

D. Sept. 1, 1981 - Aug. 31, 1982

   1. To continue to acquire specialized forestry skills through Forestry II.
   2. To continue to develop technical and employability skills by participating in FFA activities.
   3. To continue to develop forestry skills by working part-time as a forester's aide and continuing improvement of home woodlot.
   4. To enter a full-time permanent position upon graduation from high school.

Example 3

SAMPLE 1 YEAR PLAN

Student's Name: *Billy Clark*

Supervised experience program: *Production agriculture - beef cattle*

1. Scope and size: *2 Angus brood cows, 4 years old with calves*
2. Date program is to start: *Sept. 1, 1978*
   Date program will end: *Aug. 31, 1979*
3. Reasons for selecting this program:
   a. *I plan to become a beef cattle farmer when I graduate.*
   b. *I already own cattle.*
   c. *I can obtain pasture, feed, and supplies and equipment on credit from my father.*
4. No. of animals involved: *2 Angus cows, 4 yrs. old; 2 Angus calves, 6 months old; 1 Angus bull, 5 yrs. old; to be leased from my father. Cows will calve on March 7, 1979.*
5. No. of acres involved: *Approximately 180. Animals will be kept on my father's farm. I am to pay him $30 per brood cow for land rental.*
6. Amts. of feed, seed, fertilizer, and other supplies to be purchased: *75 bales Coastal bermuda grass hay. 300 lbs. cottonseed meal. 100 lbs. salt.*
7. *Amt. of labor involved: Approximately 1 hr. per day for feeding season of 135 days. I will feed both my cows and my father's. I will receive a $2.00 per hour credit to be used to pay for feed and supplies for my cows.*
8. Machinery and equipment required: *Truck, tractor, pasture clipper, hay mower, hay rake, hay baler*
9. Buildings and facilities: *Hay storage barn, hay feeding troughs, protein supplement feeding troughs*
10. Estimated returns: *I will sell the 2 calves in October. Estimated weights - 400 lb. Estimated selling price $.35/lb. Total selling price - $140 each.*
11. Financing arrangements: *All feed, supplies, equipment and facilities will be supplied by my father. I will repay him by working on the farm during after-school hours, Saturdays, and summer months. Dad has agreed to credit me with $2.00 in supplies for each hour I work.*
12. Skills to be learned:
    a. Major skills:
       1. *Feeding beef cattle*
       2. *Marketing beef cattle*
       3. *Castrating beef cattle*
       4. *Vaccinating beef cattle*
       5. *Controlling parasites of beef cattle*

b. Supplementary practices

  1. *Operating farm equipment*
  2. *Maintaining farm equipment*
  3. *Maintaining building and fences*
  4. *Maintaining pastures*

13. Use of profits from program: *I plan to use part of the money from the sale of the calves to buy another bred Angus heifer. If my labor does not cover the cost of feed, supplies, and equipment I owe my father, I will pay him off with the rest. Any money left over will be put into my savings account.*

14. Related FFA activities:

  a. *Participate in chapter meetings and serve on committees as assigned.*
  b. *Apply for Chapter Farmer degree upon completion of this plan.*

Example 4

SAMPLE 1 YEAR PLAN

Student's Name: *Lisa Stevens*

Supervised occupational experience program: *Horticulture - Greenhouse Production*

1. Date program is to start: *Sept. 1, 1978*
   Date program will end: *Aug. 31, 1979*
2. Reasons for selecting program:
   a. *I plan to seek employment as a greenhouse worker when I graduate from high school.*
   b. *I am interested in greenhouse plant production.*
3. Facilities: *I will use space in the school greenhouse.*
4. Equipment and supplies: *All equipment and supplies will be supplied by the school.*
5. Skills to be learned:
   a. Major skills:
      1. *Mixing potting soil or media.*
      2. *Sterilizing potting soil or media.*
      3. *Rooting cuttings for poinsettias.*
      4. *Producing poinsettias for sale.*
      5. *Producing Easter lilies for sale.*
      6. *Producing bedding plants for sale.*
      7. *Controlling environmental conditions in the greenhouse.*
      8. *Controlling pests.*
      9. *Fertilizing and watering greenhouse plants.*
   b. Supplementary practices:
      1. *Maintaining ventilation, heating, and lighting systems.*
      2. *Operating greenhouse equipment.*
      3. *Maintaining structures and benches.*
6. Expected income: *All income from sales of plants will be deposited in FFA account. I will receive $2.00 per hour for work I perform during summer months.*
7. Labor: *During summer months and holidays I will tend to all plants in greenhouse. I will also check lights and temperatures at night to maintain proper schedule. I estimate I will work 5 hours per week during school weeks and 15 hours per week during holidays and vacations.*
8. Use of income from the program: *I plan to try to save at least 50 percent of my earnings. The remainder will be used to buy clothes and other items.*
9. Related FFA activities:
   a. *Participate in chapter meetings and serve on committees as assigned.*
   b. *Apply for Chapter Farmer degree upon completion of this plan.*
   c. *Participate in Greenhand Creed Speaking Contest.*

Example 5

AGREEMENT FOR STUDENTS IN PRODUCTION AGRICULTURE

This agreement is entered into this 1 day of October, 1978, for a period of one year, by and between Billy Clark (Student) and Charles A. Clark (Parent or Other Party) and covers the student's enterprises in production agriculture.

This agreement contains statements concerning responsibility for providing equipment, land, buildings, capital, and management; and the percent that is the student's share for each enterprise.

Student agrees to provide the following: *(Specify details by enterprises.)*

I will provide 2 Angus cows with calves. Calves will be sold in October. Cows will calve again in March. I will pay for feed supplies and pasture rent ($30 per cow) for the past year when calves are sold. I will provide 100% of labor to feed both my cows and my fathers. I will also help to maintain pastures and to harvest hay

Student is to receive: *(Specify details by enterprises.)*

I will receive $2.00 per hour as credit against the cost of keeping my cows for each hour I spend taking care of Dad's cows.

Parent or "other party" agrees to provide: *(Specify details by enterprises.)*

Dad will provide pasture, feed, hay, machinery, and facilities for taking care of my cattle. He will also supply a bull for breeding my cows.

Parent or "other party" is to receive: *(Specify details by enterprises.)*

I will pay Dad a fee of $30 per cow for the use of his land, machinery and facilities. I will also repay him for the cost of all hay, feed, and supplies which my cows need.

Responsibility of vocational agriculture teacher: Mr. Jones will visit my program on a periodic basis and provide supervision and special instructions as needed.

Signatures: Billy Clark (Student)
Charles A. Clark (Parent or "Other Party")
John W. Jones (Vocational Agriculture Teacher)

Example 6

EMPLOYMENT AGREEMENT

For Supervised Occupational Experience

To provide a basis of understanding and to promote sound business relationships, this memorandum is established on Oct. 1 19 78 This work will start on Oct. 1 19 78 and will end on or about Aug. 31 19 79 unless the arrangement becomes unsatisfactory to either party.

Business or Service: Oktibbeha County Co-op

Person (employer) responsible for training: Charles Wilson

The usual working hours will be as follows:

While attending school: 3-5 Monday - Friday 8-12 Saturday

When not attending school: 1-5 Monday - Friday 8-12 Saturday

Provision for overtime: None

Provision for time off: Time off without pay may be granted with 1 week's notice to employer

Liability Insurance coverage (type and amount)

Wages—Rate Trial Period: $2.50/hr.

Rate remainder of Agreement Period: $2.60/hr.

Frequency of Payment: 2nd + 4th Saturdays of each month

IT IS UNDERSTOOD THAT THE EMPLOYER WILL:

Provide the student with opportunities to learn how to do well as many jobs as possible, with particular reference to those contained in the Occupational Experience Program Plans.

Instruct the student in ways of doing his/her work and handling his/her management problems.

Help the teacher make an honest appraisal of the student's performance.

Avoid subjecting the student to unnecessary hazards.

Notify the parent and the school immediately in case of accident or sickness and if any other serious problem arises.

Assign the student new responsibilities in keeping with his/her progress.

Cooperate with the teacher in arranging a conference with the student on supervisory visits.

Provide other considerations:

THE STUDENT AGREES TO:

Do an honest day's work recognizing that the employer expects profit from wages paid to justify hiring him/her.

Keep the employer's interest in mind; be punctual, dependable, and loyal.

Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

Be courteous and considerate of the employer, his/her family, and his/her employees.

Keep such records of occupational experience and make such reports as the school may require.

Develop plans for management decisions with the employer and teacher.

Other:

THE TEACHER, IN BEHALF OF THE SCHOOL, AGREES TO:

Check and approve the employment center.

Provide a copy of the agreement to the school and to the employer in compliance with U.S. Department of Labor regulations.

Schedule class instruction to prepare students for occupational experience.

Visit the student on the job at frequent intervals for the purpose of instruction and to insure that he/she gets the most education out of his/her experience.

Show discretion at the time and circumstances of these visits, especially when the work is pressing.

Other:

THE PARENT AGREES TO:

Assist in promoting the value of the student's experience by cooperating with the employer and the teacher of agriculture.

Be satisfied in regard to the living and working conditions made available to the student.

Other: ______________________________

ALL PARTIES AGREE TO:

An initial trial period of 30 working days to allow the student to adjust and prove him/herself.

Discuss the issues with the teacher before ending employment.

Other: ______________________________

STUDENT Joan Clark
(Signature)
Address Rt. 5 Box 61 Sturgis, MS
Social Security No. 555-42-8261
Date of Birth 6/5/62
PARENT Harvey B. Clark
(Signature)
Address Rt. 5 Box 61 Sturgis, MS
Tel. No 323-0000

EMPLOYER Charles Wilson
(Signature)
Address Okt. County Co-Op Hwy 12
Tel. No. 323-1111
TEACHER Joe Robinson
(Signature)
Address Sturgis High School
School Tel. No. 438-7220

LESSON 5

Keeping Records of Supervised Occupational Experience Programs

I. **Introduction:**

The importance of keeping accurate records of supervised occupational experience programs cannot be overemphasized. By keeping records of production agriculture and placement-type programs, the student develops record keeping skills necessary for successful employment. Accurate records are also necessary to receive advanced FFA active membership degrees and Proficiency Awards. The teacher can use the student records to show progress which students are making toward attainment of their chosen occupational goal.

This lesson is designed to develop basic recordkeeping abilities with basic vo-ag students. It has been designed in a manner which can be adapted to the French-Bray recordbooks which have been used for several years or to a spiral-bound notebook which can be obtained in any department store. Summaries of the year's records are to be included in the FFA Student Handbook.

II. **Objectives:**

A. **Terminal objective.** Upon completion of this unit, the student should be able to develop and maintain a simplified recordkeeping system for both production and placement-type supervised occupational experience programs.

B. **Specific objectives**. Upon completion of this unit, the student should be able to:

1. Define terms related to recordkeeping.
2. Maintain inventory records of equipment, livestock, poultry, feed, buildings, and other assets.
3. Maintain records of expenses.
4. Maintain records of income.
5. Maintain records of skills learned.
6. Maintain records of supplementary practices.
7. Develop a summary of records.
8. Maintain records of leadership activities.
9.
10.

III. **Instructional Procedures:**

IMPORTANT NOTE: Teachers are encouraged to adapt this lesson to the recordkeeping system which they prefer for use in their own classroom. The tables found in this lesson are designed to be drawn into a looseleaf notebook. A committee of teachers is working now on a official state adopted recordbook which will probably replace the material in this lesson in the future.

Teaching Tasks	Steps to Accomplish Tasks
A. Prepare for class.	1. Review entire lesson and determine if additional material is necessary. 2. Make transparencies and handouts, if desired.
B. Introduce the lesson.	1. Develop student interest. 2. Review reasons for keeping records found in Lesson 3 of this Section. 3. Identify lesson objectives. 4. Define new terms.
C. Keeping inventory records of supplies, livestock, machinery, and improvements.	1. Discuss inventory of supplies, feed, crops, etc. 2. Discuss inventory of livestock and poultry a. Held for sale or home use valued at market value. b. Held for breeding - valued at cost minus depreciation. Provide several examples of how depreciation of animals is determined. 3. Discuss inventory of machinery, equipment, and permanent improvements. Provide several examples of how depreciation of machinery and facilities is calculated. 4. Make Student Assignment A.

Teaching Tasks	Steps to Accomplish Tasks
D. Keeping records of expenses.	1. Discuss importance in classifying cash and exchange expenses. 2. Discuss differences in cash expenses and exchange expenses. 3. Discuss examples shown in TM5e.
E. Keeping records of income.	1. Discuss importance in classifying income as to enterprise. 2. Discuss differences in cash income and exchange income. 3. Discuss examples shown in TM5f.
F. Keeping records of tasks performed.	1. Discuss material in Section E of Learning Activities. 2. Discuss examples shown in TM5g.
G. Keeping records of supplementary practices.	1. Discuss material in Section F of Learning Activities. 2. Discuss examples shown in TM5h.
H. Preparing summaries of the year's records.	1. Discuss material on Summary of Year's Business. 2. Discuss material on Financial Statement. 3. Make Student Assignment B.

Teaching Tasks	Steps to Accomplish Tasks
I. Keeping records for placement and laboratory type programs.	1. Discuss key differences in keeping records for placement and laboratory type supervised occupational experience programs.
J. Summarize key points.	1. Discuss material under Lesson Summary.

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IV. Learning Activities:

A. New terms and definitions

1. Records - A group of financial and production facts which describe a given enterprise or group of enterprises in terms of financial gains or losses and quantities which were produced.
2. Inventory - A listing of goods on hand usually made at the beginning or ending of a year.
3. Depreciation - A decrease in the value of a good due to the increase in the age of the good.
4. Salvage value - The value of a machine, building, or other asset at the end of its useful life.

B. How is an inventory record kept?

In managing a farm or business several types of inventories must be kept. These include inventories of machinery and equipment; buildings and facilities; feed, seed, and supplies; and livestock and poultry. Usually an inventory is made at the beginning of the new year. This inventory serves as the closing inventory for the past year. The inventory shows the quantity and value of all property and assets held by the farmer or businessperson.

In general a supervised occupational experience program may require the following inventories:

1. Inventory of crops, feeds, seeds, and supplies. (See TM5a) This inventory lists all feed, seed, crops, fertilizer, chemicals, and other supplies held on a given date. Unharvested crops are inventoried on the basis of expected yield and present market price. TM5a lists several examples of how such entries should be posted. The name of the item, the quality, price, and value, both at the beginning of the year and at the end of the year, are listed. The student's share of the values is also listed. Units may be expressed as pounds, cwt. (100 pounds), bushels, bales, gallons, etc.
2. Inventory of livestock and poultry. (See TM 5 b) This inventory must be composed of two listings. The first listing is for animals held for sale or home use. Such animals are not depreciated but are listed at market value. Animals which are held for breeding purposes must be depreciated over their lifetime. They are valued on a basis of cost minus salvage value. To figure annual depreciation of such animals, subtract the salvage value of the animal from the estimated or actual cost of the animal and divide by the life of the animal. For example: A three-year old cow is purchased for $400.00. The cow has a normal life expectancy of 10 years at which time she will be worth $150.00 for slaughter. This cow, therefore, has a productive life of 7 years. Subtracting the salvage value ($150.00) from the purchase price (400.00) yields a total depreciation of $250.00. Annual depreciation ($250.00) divided by 7 years would be equal to approximately $36.00 per year. When the cow is 4 years old, her value would be $364.00 ($400.00 $36.00). Other examples of depreciation are shown in TM5b.

INVENTORY OF CROPS, FEED, SUPPLIES

	Beginning of Year			End of Year			Students Share		
Item	Quantity & Unit	Price per Unit	Value	Quantity & Unit	Price per Unit	Value	Per cent	Beginning Value	Ending Value
corn	150 bu	$2.15	$337.50	200	2.30	460.00	100	337.50	460.00
hay	110 bales	1.15	126.50	90	1.25	112.50	50	63.25	56.25
13-13-13 fertil.	600 lbs	6.70/cwt	40.20	0	6.70	0	100	40.20	0
2,4-D Herbicide	2 gal.	9.50	18.50	0	9.50	0	100	18.50	0
Cottonseed Meal	150 lbs.	10.00/cwt	15.00	250	9.50/cwt	23.75	100	15.00	23.75
Salt	50 lbs.	3.50/cwt	1.75	100 lbs.	3.50/cwt	3.50	100	1.75	3.50

Inventory of Poultry and Livestock

Beg. Date: Jan 1, 1978

End. Date: Dec 31, 1978

Kind & Number	How obtained: Purchased	How obtained: Raised	Date Acquired	Cost or Value	Salvage Value	Cost less Salvage Value	Expected Useful Life	Value at beginning of Year	Annual Depreciation	Value at End of Year	Student's Share: Per cent	Student's Share: Begin. Value	Student's Share: Depreciation	Student's Share: Ending Value
Angus cow-1.	X		3-12-77	$400.00	$150.00	$250.00	7 yrs.	400.00	36.00	$364.00	100	$400.00	$36.00	$364.00
Angus Cow-3	X		4-18-76	$1200.00	$450.00	$750.00	7 yrs.	1092.00	108.00	$984.00	50	546.00	$54.00	$492.00
Angus bull	X		2-21-74	550	$200.00	$350.00	8 yrs.	374.00	44.00	$330.00	50	187.00	$22.06	$165.00
Livestock held for sale:														
Angus calves-4		X	4-78	–	–	–	–	–	–	540.00	62	–	–	$335.00
Angus steers-2		X	4-77	–	–	–	–	$360.00	–	sold	50	180.00	–	–

Livestock which are being held for sale are not depreciated. As shown in Tm5b, such animals are shown as having a beginning and ending value. In the example, the four Angus calves were born in April of the year shown and, therefore, do not have a beginning value. The two steers were carried through the winter and on January 1 had a value of $360.00.

Values of livestock for breeding and for sales should be based upon current market price.

3. Inventory of permanent improvements, buildings, equipment, and machinery. (See TM5c) This inventory shown information such as date of purchase, purchase price, expected life, salvage value, beginning value, deprectiation, and ending value. Examples of items included in this inventory include: tractors, balers, plows, fences, feeders, barns, cribs, etc. TM5c shows an example of an inventory of this type.

   As in determining depreciation of livestock, depreciation of buildings and equipment is calculated by subtracting any salvage value from the purchase price or cost and dividing by the number of years of expected life. TM 5 d shows the average expected life of several pieces of equipment. The average expected life shown in TM5d has been determined by the Internal Revenue Service.

C. **How are records of expenses maintained? (See TM5e)**

Many farmers and agribusinessmen maintain expense records on a enterprise basis. This allows each enterprise to be evaluated on an individual basis. Often, however, it is hard to charge items such as tractor repair to the soybean or cotton enterprise since the same tractor was used in both crops. Some farmers lump these expenses under a "miscellaneous" category or try to divide them up among the various enterprises. It is often simpler to use the miscellaneous grouping. TM5e shows a sample expense sheet for a two-enterprise supervised occupational experience program.

Many expenses involved in operating an enterprise are paid for on an exchange basis. The main example of such an expense is the operator's own labor. While there is no cash expense, the operator's own time is certainly an additional expense which should be charged to the enterprise. Other examples of exchange expenses include labor received from others in exchange for personal labor, machinery and equipment useage in exchange for operator labor, and other services received in exchange for non-cash considerations.

Normally the expense record for a year's operations will require several pages to record. The totals for each page should be carried over to the next page so that a running total can be quickly determined. At the close of the year, the totals will be used in summarizing the year's records.

Inventory of Per[illegible]nt Improvements
Machinery [illegible] Equipment

Items	Date Acquired	Purchase Price (Cost	Salvage Value	Cost less Salvage Value	Useful life	Beginning Value on Jan 1	Depreciation	End. Value on Dec 31	Student's Share		
									Per Cent	Begin. Value	End. Value
Creep Feeder	1976	$75.00	0	$75.00	5	45.00	$ 15.00	30.00	50	$22.50	$15.00
Tractor	1975	6250.00	$ 250.00	6000.00	10	4200.00	$ 600.00	3600.00	0	–	–
Barn	1968	6000.00	400.00	5600.00	30	4130.00	$ 187.00	3943.00	0	–	–

SUGGESTED YEARS OF AVERAGE USEFUL LIFE FOR BUILDINGS AND EQUIPMENT

Item	Years	Item	Years
Combines	10	Fencing wire	15
Tractors	10	Milking machines	15
Cultivators	10	Water pumps	15
Plows	10	Grain bins (metal)	25
Planters	10	Silos, Concrete upright	25
Mowers - hay	10	Silos, trench	30
Mowers - lawn	5	Pens and corrals	20
Cotton pickers	10	Wagons	12-15
Major farm buildings	30	Hay balers	10
Brick buildings	45	Feeders	8

The average expected life shown in TM 5 d has been determined by the Internal Revenue Service.

Operating Expenses - 1978

Date	Item	Quantity & Unit	Price per Unit	Expenses		Total Expense	Enterprise Expenses		
				Cash	Ex-change		Beef	Garden	Misc.
Feb 1-28	Feeding cows	10 hrs	$2.30		$23.00	$23.00	$ 23.00		
Feb 18	Cottonseed meal	100 lbs	$8.70	$8.70		$8.70	$ 8.70		
March 7	Preparing garden	4 hrs	$2.30		$9.20	$9.20		$ 9.20	
March 1-15	Feeding cows	5 hrs	$2.30		$11.50	$11.50	$11.50		
March 16	Seed	see bill	—	12.47		$12.47		$ 12.47	
March 16	Fertilizer 13-13-13	50 lbs	4.60	$4.60		$ 4.60		$ 4.60	
March 22	Planting garden	6 hrs	$2.30		$13.80	$13.80		$ 13.80	
April 7	Weeding garden	3 hrs	$2.30		$6.90	$6.90		$ 6.90	
April 15	Cattle wormer	4 boluses	150	$2.00		$2.00	$ 2.00		
April 18	Repair fence	2 hrs	$2.30		$4.60	$4.60	$ 4.60		
April 19	Weeding garden	3 hrs	$2.30		$6.90	$6.90		$ 6.90	
May 1	Weeding garden	3 hrs	$2.30		$6.90	$6.90		$ 6.90	
May 12	Hay	150 bales	$1.00	$150.00		$150.00	$ 150.00		
	Totals	—	—	77.77	82.80	260.57	199.80	60.77	

D. How are records of income maintained? (See TM5f)

As in keeping records of expenses the record of income is divided by enterprises and is stated in terms of cash income and exchange income. Exchange income includes products exchanged for services and products kept on the farm for family use. TM5f shows an example of an income record for the two enterprise program shown in TM5e. Income from outside work such as hauling hay, mowing lawns or driving tractor should be entered under the miscellaneous category and shown as a part of cash income and total income. In calculating the value of products exchanged or used on the farm, the prevailing market price should be used.

E. How are records of tasks performed kept? (See TM5g)

Records of the tasks a student performs can also be kept by enterprise, or they may all be placed in one listing. TM5g shows a list of tasks students might perform in enterpise and supplementary activities of their supervised occupational experience program. A space is also provided for the students to record their self evaluations of how well the task was performed.

F. How are records of supplementary practices maintained? (See TM5h)

As defined previously, a supplementary practice consists of a task which relates indirectly to the occupational objective of the student. Examples of supplementary practices might include repair of farm machinery or improvements of the home or farmstead. While such projects do not contribute directly to the student's ability to produce beef cattle or to work in an agricultural supply store, these practices do provide skills which support the major enterprises of the supervised experience program.

In keeping records of supplementary practices, the student should record the date, type of experience, hours of labor, and cost involved. TM 5 h shows an example of such a record. This record is for a student having a two-enterprise program involving beef production and vegetable Supplementary practices involving machinery operation and maintenance are also listed.

Income - 1978

Date	Income Items	Quantity & Unit	Price per Unit	Income		Total Income	Enterprises		
				CASH	EXCHANGE		Beef	Garden	Misc
July 7	Tomatoes	10 lbs.	.30		$ 3.00	$3.00		$3.00	
July 12	Beans-Snap	14 lbs.	.15		$ 2.10	$ 2.10		$ 2.10	
July 14	Tomatoes	25 lbs.	.30		$ 7.50	$ 7.50		$ 7.50	
July 21	Corn	61 ears	.08		$ 4.88	$ 4.88		$ 4.88	
July 22	Tomatoes	35 lbs	.30	10.50		$10.50		$10.50	
July 25	Beans-Lima	40 lbs	.25		$ 11.50	$ 11.50		$ 11.50	
July 27	Peas-Purple Hull	22 lbs	.35		$ 7.70	$ 7.70		$ 7.70	
Aug 1	Tomatoes	25 lbs	.30	$ 7.50		$ 7.50		$ 7.50	
Aug 3	Squash	18 lbs	.25	$ 4.50		$ 4.50		$ 4.50	
Aug 7	Beans-Lima	32 lbs	.25	$ 8.00		$ 8.00		$ 8.00	
Aug 15	Tomatoes	21 lbs	.30	$ 6.30		$ 6.30		$ 6.30	
Aug 18	Squash	15 lbs	.25		$3.75	$ 3.75		$3.75	
Aug 21-24	Hauling hay for Mr. Br	18 hrs	$2.45	$44.10		$44.10			44.10
Sept 18	Calves 2 hd	900 lbs	.31	$279.00		$279.00	$279.00		
	Totals	—	—	$359.90	$40.43	$400.33	$279.00	$ 77.23	44.10

List of Tasks Performed

DATE	Task Performed	Degree of experience gained
Nov. - March	Feeding Beef Cows	Can do well
March	Preparing seedbed	Can do well
March	Planting garden	Can do well
March	Worming cattle	Need more experience
March	Replacing tractor eng. oil	Can do well
April	Repairing fences	Need more experience
April	Weeding garden	Can do well
April	Clipping pasture	Can do well
April	Castrating calves	Need more experience
May	Repair hay barn	Need more experience
May	Haul and stack hay	Can do well
May	Disking cropland	Can do well
May	Weld disk	Need more experience

TM 5 h

SUPPLEMENTARY PRACTICES

Jan. 1 - Dec. 31, 1978

DATE	Nature of Practice	Hours Student Labor	Total Cost	Students Share of Cost
Jan 7-12	Build mineral feeder	14	$ 65.00	—
Feb 8	Change oil in tractor	1	$ 12.15	—
Feb 14	Repair hay racks	2	$ 5.60	—
March 6	Repair and service rotary tiller	2	$ 7.56	$ 7.56
March 24	Fertilize pastures	8	$ 189.00	—
April 16	Spray pastures	6	$ 49.00	—
April 25	Recondition hay mower	4	$ 36.00	—
May 15	Reseed home lawn	5	$ 42.00	—
May 19	Repair hay barn roof	4	$ 18.30	—
June 3-5	Clip pasture	18	—	—
June 4	Repair pasture clipper	2	$ 19.49	—

G. How are records summarized? (See TM5I)

A summary statement of the year's records should be developed at the close of the year. This statement should show any profits or losses by the enterprise. One of the major reasons for keeping records by enterprise is to show if that enterprise were profitable. Basically each enterprise record is summarized by subtracting total expenses from total income. The entire record is then summarized by adding the profits and losses to show total profits or losses for the entire supervised occupational experience program. Also included in the summary is the increase or decrease in the student's inventories. TM5i shows an example of a summary of a year's records.

In addition to the summary statement, many farmers and businessmen also develop a financial statement at the close of the year which lists all assets and liabilities and the net worth at the close of the year. An asset is defined as anything of value in the possession of the business or a claim on something of value in the possession. A liability is a claim against the business such as a loan, mortgage, or account payable. The net worth of the business is determined by subtracting the total liabilities from the total assets. TM5h shows a sample financial statement.

H. What records are necessary for placement-type supervised experience programs?

Most of the records discussed previously have been designed primarily for production-type supervised occupational experience programs. With some adaptation these records can also be used in programs involving placement in agribusiness or farming and supervised experience in the laboratory situation. In certain cases not all of the records which were previously discussed will be necessary. Records for placement and laboratory programs should include the following.

1. Inventory of tools and equipment. Some programs may require the student to purchase tools and equipment for personal use. An inventory for such equipment should be maintained showing purchase price, useful life, value at the beginning and ending of the year, and depreciation.
2. Record of business related expenses. During the year, the student may have some business-related expenses in connection with a placement or laboratory program. Examples of such expenses might include uniform rental, dues to professional or labor organizations, and car expenses related to the program.
3. Records of income and hours worked. The student should keep an accurate record of the number of hours worked and the pay received from such work.

TM 5 I

Summary of Year's Business

Section I	**Inventory Summary**		
Kind of inventory	**Beginning investment**	**Ending investment**	**Gain or loss**
Crops, feed, supplies	$ 147.00	$ 135.00	$ - 12.00
Livestock for sale	$ 236.00	$ 264.00	$ + 28.00
Livestock for breeding	$ 479.00	$ 431.00	$ - 48.00
Improvements & machinery	$ 85.00	$ 77.00	$ - 8.00
Total value	$ 947.00	$ 907.00	$ - 40.00

Section 2	**Summary of Income & Expenses**			
Enterprises	**Expenses**	**Income**	**Profit or loss**	
Beef	$ 185.00	$ 235.00	+ $ 50.00	
Vegetable	$ 148.00	$ 462.00	+ $ 314.00	
Misc.	$ 41.00	$ 64.00	+ $ 23.00	
Total	**$374.00**	**$761.00**	**$ 387.00**	

TM5J

Financial Statement

ASSETS	**Begin. of Year**	**End. of Year**
Cash on Hand	$ 15.68	$ 14.37
Checking Account	115.45	98.32
Saving Account	364.61	459.78
Value of Land & Buildings	—	—
Value of harvested crops (on hand)	208.00	194.00
Value of crops in field	48.00	61.00
Value of livestock & poultry	645.00	705.00
Value of machinery	—	—
Other assets (specify)		
Total Assets	$ 1396.74	$ 1532.47
LIABILITIES	**Begin. of Year**	**End. of Year**
Unpaid bills	$ 45.78	$ 31.34
Notes to be paid	200.00	114.56
Mortgages	—	—
Liens	—	—
Other liabilities (specify)	—	—
Total Liabilities	$ 245.75	$145.90
Total Net Worth	$ 1150.99	$ 1386.57
Gain or loss	XXXXXX	+$ 236.58

4. Records of tasks performed. This record should be kept similarly to the record of production-type programs.
5. Records of supplementary practices. This record is also kept in the same manner as previously discussed.
6. Summary of year's program. Usually a financial statement is all that is needed for summarizing a year's program.

I. How are records of leadership activities maintained? (See TM5k)

Every student should keep a careful record of leadership activities in which that student engages. These activities could include both FFA and other activities which are designed to develop leadership, citizenship, and civic responsibility. Examples of such activities can include serving on committees, serving as an organization officer, participating in contests, attending conventions and meetings, and earning degrees and awards. In keeping records of these activities, the student should record the date of participation, level of participation, and the results of the activity. An example of such a record is shown in TM5k.

J. Lesson Summary

Key points to remember:

A. The practice of keeping accurate records of production-type and placement-type supervised occupational experience programs is a skill which in itself is necessary for success on the job or the farm.

B. Recordkeeping must be done on a daily basis. The student cannot wait until the end of the year to list expenses and income which have occured throughout the year.

C. Inventories of supplies, livestock, crops on hand, machinery, and permanent improvements are usually made at the end of the year. Items are valued by using either cash value or purchase price less depreciation.

Leadership Activity Record

Student: Beth Stewart

Date	Activity and/or Organization	Level of Participation					Results
		Local	Federal	District	State	Nat	
1977	FFA Creed Contest	X	X				Won local & Federation contest Placed 2nd in District
1977	FFA Greenhand Degree	X					Received
1977	FFA Banquet Committee	X					Helped plan a banquet for 120 FFA members & their parents
1977	FFA State Convention				X		Attended as a member
1978	FFA Program of Work Committee	X					Helped develop annual program of work for local chapter
1978	Beta Club	X					Selected to join on basis of academics, citizenship & leadership
1978	FFA Parliamentary Procedure Team	X	X	X	X		Served as team member. Won Federation & Dist. Contests.
1978	FFA Chapter Farmer Degree	X					Received
1978	FFA Officer	X					Elected Chapter Reporter
1978	FFA Convention				X		Attended as a member Won 2nd place in Par. Proc. Contest

D. Depreciation on a yearly basis is determined by subtracting any salvage value from the purchase price and dividing that answer by the number of years of useful life.

E. Expense records must reflect both cash and exchange expenses including the value of the owner's labor.

F. Income records must also reflect cash and exchange income.

G. Records of tasks performed should be kept to show what the student has accomplished and how well the task has been accomplished.

H. Records of supplementary practices should indicate the nature of the practice, the number of hours of student labor, total cost, and the student's share of the cost.

I. The summary of the year's records shows profit or loss from each enterprise and the net worth of the student's investment.

J. In keeping records of placement and laboratory type programs, some adaptation of the previously mentioned records will be necessary.

V. **Supplementary Activities:**

A. Student Assignment A. Have student determine annual depreciation and end of year value for the following items:

1. A 3-year-old cow with a useful life of 8 years.

   Purchase price - $400. Salvage value - $150.

   (Answer: Total depreciation =$400 - $150 = $250.

   Annual depreciation = $250/8 yrs = $31.25/yr. End of 1st yr value = 400-31.25 = $368.75.)

2. A 6-year-old bull with a useful life of 2 years when purchased for $550. Salvage value = $300.

   (Answer: Total depreciation = $550 - 300 = $250

   Annual depreciation = $250/2 yrs = $125.00

   End of year value = $550 - $125 = $425.)

3. A new tractor with a useful life of 10 years purchased at a cost of $12,000. Salvage value = $500.

   (Answer: Total depreciation = $12,000 - 500 = $11,500.

   Annual Depreciation = $11,500/10 yrs = $1,150/yr.

   Value at end of year = $12,000 = $1,150 = $10,850)

4. A hay baler with a useful life of 10 years purchased at a price of $4,800. Salvage value = $150.

   (Answer: Total deprecation = $4,800 - $150 = $ 4,650

   Annual depreciation =$4,650/10 yrs = $465)

   Value at end of yr. = $4800 - $465 =$4,335)

5. A hay barn built at a cost of $18,000 with a useful life of 30 years. Salvage value = $600.

   (Answer: Total depreciation = $18,000 - $600 = $17,400

   Annual depreciation = $17,400/30 yrs = $580/yr.

   Value at end of year = $18,000 - $580 = $17,420)

B. Student Assignment B. Using the following information have the student prepare a summary of the year's business and a financial statement:

Jimmy Smith conducted a supervised occupational experience program involving a swine enterprise and a corn enterprise. At the beginning of the year he owned four sows and one boar with a total value of $850. He had $134.00 in feed and supplies on hand and the value of his buildings was $465. He had 35 feeder pigs on hand valued at $875.00. All corn harvested during the previous year was sold. Jimmy had $27.25 in cash, $336.84 in his checking account and $780.30 in his savings account. All bills and notes were paid up at the close of the year.

During the year Jimmy raised and sold 108 feeder pigs and 5 acres of corn. Total income from each of these enterprises and miscellaneous activities was as follows: swine - $2714.30; corn - $1,187.50; and miscellaneous - $425. Expenses for the year were: swine - $1904; corn $922.50; and miscellaneous - $157.00. He purchased a used tractor and equipment to use in the corn enterprise for $4500 and had to borrow $4000 from the bank.

At the close of the year, Jimmy owned five sows and one boar valued at $900. He had $115 in feed and supplies on hand. The value of buildings was $445.00 and of equipment was $4,500. He had 41 feeder pigs on hand valued at $650. Jimmy had $18.55 in cash; $419.36 in checking; and $1,984.61 in savings. In addition to the $4,000 note at the bank, he owed an additional $84.75 for feed and supplies.

(Answers on following pages)

Answers to Student Assignment B

Financial Statement

ASSETS	**Begin. of Year**	**End. of Year**
Cash on hand	$ 27.50	$ 18.55
Checking Account	$ 336.84	$ 419.36
Saving Account	$1,787.30	$6,984.61
Value of Land & Buildings	$ 465.00	$ 445.00
Value of harvested crops (on hand)	—	—
Value of crops in field	—	—
Value of livestock & poultry	$1,725.00	$ 1550.00
Value of machinery	—	$ 4,500.00
Other assets (specify)		
Feed & supplies on hand	$ 134.00	$ 115.00
Total Assets	$4475.64	$9,032.52
LIABILITIES	**Begin. of Year**	**End. of Year**
Unpaid bills	—	$ 84.75
Notes to be paid	—	$ 4000.00
Mortgages	—	
Liens	—	
Other Liabilities (specify)	—	
Total Liabilities	0	$4,084.75
Total Net Worth	$4475.64	$4,947.77
Gain or loss	XXXXXX	+$472.13

Answers to Student Assignment B

Summary of Year's Business

Section I Inventory Summary

Kind of Inventory	Beginning Investment	Ending Investment	Gain or Loss
Crops, feed, supplies	$ 134.00	$ 115.00	- $ 19.00
Livestock for sale	$ 875.00	$ 650.00	-$225.00
Livestock for breeding	$ 850.00	$ 900.00	+ $ 50.00
Improvements & machinery	$ 465.00	$4,945.00	+ 4,480.00
TOTAL VALUE	$ 2,324.00	$ 6,610.00	+ 4,296.00

Section 2 Summary of Income & Expenses

Enterprises	Expenses	Income	Profit or loss	
Swine	$ 1,904.00	$ 2,714.00	+ $ 810.00	
Corn	$ 922.50	$ 1,187.50	+ $ 265.00	
Misc.	$ 157.00	$ 425.00	+ $ 268.00	
Totals:	$ 2983.50	$ 4326.50	+ $ 1343.00	

VI. **Supplementary Learning Aids:**

A. Transparency masters

TM5a Inventory of Crops, Feed Supplies
TM5b Inventory of Poultry and Livestock
TM5c Inventory of Permanent Improvements Machinery and Equipment
TM5d Suggested Years of Average Useful Life for Buildings and Equipment
TM5e Operating Expenses
TM5f Income
TM5g List of Tasks Performed
TM5h Supplementary Practices
TM5i Summary of Year's Business
TM5j Financial Statement
TM5k Leadership Activity Record

B. References:

Carwin, Merle A. **Supervised Occupational Experience Manual for Students of Vocational Agriculture.** Danville, IL.: The Interstate, n.d.

Castle, Emery N. and Becker, Manning H. **Farm Business Management: The Decision-Making Process.** New York: Macmillan, 1972.

FFA Student Handbook. Alexandria, VA: National FFA Foundation. 1977.

Hoover, Norman; et al. **Supervised Occupational Experience in Agriculture: Plans & Records. 4th ed.** Baltimore: French Bray Pub. Co., 1969.

Stover, Frank R. et al. **South Carolina Vocational Agriculture Record Book: Teachers' Guide.** Clemson, SC: Vocational Education Media Center, 1970.

Vocational Agriculture Record Book for Agricultural Production. Baltimore: French Bray Pub. Co., n.d.

LESSON 6

Orientation To The FFA

I. **Introduction:**

The Future Farmers of America is an integral part of the vocational agriculture program. FFA activities provide motivation and training which can effectively add to the classroom, laboratory, and supervised occupational experience programs. At the same time, the FFA offers a method for improving employability skills and leadership, activities for the members.

This lesson is designed to provide a basic understanding of the FFA to the new student. It should be used to motivate the student to join the FFA. Future instruction in FFA activities can be provided at a later date.

II. **Objectives:**

A. **Terminal objective.** Upon completion of this unit, the student should be able to describe how the FFA relates to the total vocational agriculture program. The student should be able to list benefits of FFA membership and the requirements for active membership in the organization. The student should be able to describe the aim and purpose of the FFA and the four degrees of active membership.

B. **Specific objectives.** Upon completion of this unit, the student should be able to:

1. Define the term "FFA".
2. Describe in a short paragraph how the FFA relates to the total vocational agriculture program.
3. List the benefits of FFA membership.
4. List the requirements for active FFA membership.
5. Describe the aim and purposes of the FFA.
6. Describe requirements for each of the four degrees of degrees of active membership.
7.
8.

Teaching Tasks	Steps to Accomplish Tasks
III. **Instructional Procedures:**	
A. Prepare for class.	1. Review entire unit and determine if additional material is necessary 2. Prepare handout if desired.
B. Define the FFA.	1. Discuss material under Section A of Learning Activities. 2. Stress the point that FFA develops and improves skills of its members.
C. Relate FFA to the total vo-ag program.	1. Discuss material under Section B of Learning Activities. 2. Stress that a. Contests apply skills and knowledge to simulated situations. b. Awards stimulate increased proficiency. c. FFA teaches leadership, cooperation and citizenship.
D. Describe benefits of FFA membership.	1. Discuss benefits of membership as listed under Section C of Learning Activities. 2. Illustrate with examples from local chapter if possible.

Teaching Tasks	Steps to Accomplish Tasks
E. Name requirements for active membership.	1. Briefly explain the four types of membership - honorary, collegiate, alumni, and active (Refer to Official Manual.) 2. Discuss requirements for active membership as found in Section D of Learning Activities.
F. Discuss aim and purposes of the FFA.	1. Discuss all material included under Section E of Learning Activities. 2. For additional information, refer to pp. 23-27, **FFA Student Handbook.**
G. Discuss requirements for four degrees of active membership.	1. Discuss all material under Section F of Learning Activities. 2. For additional information, refer to **FFA Official Manual** and **FFA Student Handbook.**
H. Summarize the lesson.	1. Briefly review key points as listed in Lesson Summary.

IV. Learning Activities

A. What is the Future Farmers of America?

The Future Farmers of America is *the national organization of, by and for students of vocational agriculture/agribusiness.* The organization is a teaching tool by which technical and employability skills can be utilized in a practical manner. Through the organized activities of the FFA, the members strengthen their skills and develop leadership and citizenship skills which are necessary for productive life.

The national organization is composed of 51 state associations (including Puerto Rico) which represent over 8,200 local chapters and over 507,000 active members. (May 1978 figures)

B. How does the FFA relate to the total vocational agriculture program?

The FFA is an **integral** part of the total vocational agriculture program. This means that FFA activities are associated with, and part of, the classroom instruction, laboratory practice, and supervised occupation experience program. Through FFA contests and award programs, the skills and knowledge learned in the classroom and laboratory are directly applied and improved upon. Proficiency awards are offered to encourage proficient production, management, and employment by students in their supervised occupational experience programs. Numerous FFA contests and award programs require that the members become prepared for study and experience in specific fields. Other award programs provide recognition of members' accomplishments.

Perhaps the greatest contribution which the FFA makes to the total vocational agriculture program is that it offers a vehicle for fostering favorable attitudes toward leadership, cooperation, group participation, and citizenship. Throughout its life, the FFA has been devoted to the philosophy of "Learning to do, doing to learn, earning to live, and living to serve." Through the development of leadership and citizenship in its members, the FFA has strengthened rural American life.

C. **What benefits does the FFA offer to vocational agriculture students?**

Through the national, state, and local program of activities, the FFA offers the following benefits to its members:

1. The opportunity to gain recognition for outstanding accomplishments in vocational agriculture.
2. The opportunity to improve technical skills through contests and programs.
3. The opportunity to further develop desirable employability skills such as communication, leadership, citizenship, group participation, and others.
4. The opportunity to improve the overall quality of community life.
5. The opportunity to participate in recreational and fellowship activities.

D. **What are the requirements for active membership in the FFA?**

To be an active member of the FFA, a student must:

1. Be regularly enrolled in a vocational agriculture course (Members can retain membership for up to 3 years after completing high school.)
2. Be between the ages of 14 and 21.
3. Be in good standing with the local chapter.

E. What are the official aim and purposes of the FFA?

The primary aim of the future Farmers of America is the development of agricultural leadership, cooperation, and citizenship. The specific purposes for which this organization was formed are as follows:

1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual farming programs and establishment in agricultural careers.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

F. **What are the four degrees of active membership in the FFA?**

After becoming a member of the FFA, a student may earn advanced degrees of membership in recognition of personal accomplishments. The minimum requirements for earning each degree are stated in the National FFA Constitution and Bylaws. These four degrees are:

1. **Greenhand.** To earn this degree the student must be regularly enrolled in a vo-ag class and have satisfactory plans for conducting a supervised occupational experience program. The student must also be able to:
    a. Learn and explain the FFA Creed, Motto and Salute;
    b. Describe the FFA emblem, colors, and symbols;
    c. Explain the proper use of the FFA jacket and blazer;
    d. Have a satisfactory knowledge of the history of the FFA,
    e. Describe the duties and responsibilities of FFA members; and
    f. Have access to an Official FFA Manual.

    The student must submit a written application for the degree to be kept in the chapter records.

2. **Chapter Farmer.** To receive this degree a student must have received the Greenhand Degree and have completed at least one semester of vo-ag coursework. The student must have a supervised experience program in operation and must be regularly enrolled in a vo-ag class. The student must demonstrate satisfactory knowledge of the local chapter constitution and program of activities and have participated in at least three chapter activities. Also the student must have earned at least $50.00 from a supervised occupational experience program or worked 50 hours in a directed laboratory have a satisfactory scholastic record in the vo-ag course and submit an application for the award. The student must demonstrate ability in leading group discussions and parlimentary procedure and must be making progress toward achievement of an Agricultural Proficiency Award on the local level. Finally, the student must have a satisfactory scholastic record in the vo-ag course and submit an application for the award. Local chapters may, however, add further requirements.

3. **State Farmer.** This degree can only be granted by the State Association. To be eligible to receive this degree the member must have received the Chapter Farmer degree and have been an active member for at least 24 months. The student must currently be enrolled in or have successfully completed two years of vocational agriculture instruction and must have earned at least $500 from a supervised occupational experience program or have worked at least 600 hours (other than class time) in a directed laboratory experience program. The member must demonstrate leadership ability in public speaking, parliamentary

procedure and group leadership. The student must have participated in at least five activities beyond the chapter level and in planning the chapter Program of Activities. Also the member must have a satisfactory scholastic record. Other requirements may be set by the State Association.

The State Farmer degree is limited to 10 members per state or to 3 percent of the state's total membership. At the present time Mississippi can confer the degree upon approximately 350 members. Written applications are used as the basis for conferring the degree.

4. **American Farmer.** This is the highest degree of membership and is granted by the National Association. To receive this degree, the member must have received the State Farmer degree and have been an active member of the FFA for at least 36 months. The member must have completed at least 3 full school years of vocational agriculture or have completed the program of vo-ag in the school at which he or she was last enrolled. The member must have in operation an outstanding supervised occupational experience program from which at least $1000 was earned and productively invested. The prospective applicant must show outstanding ability in leadership and have a satisfactory scholastic record.

   The Mississippi Association of the FFA is entitled to a maximum of 19 American Farmer degrees each year. This number is based upon the state enrollment as of May 1. Degrees are conferred at the National FFA Convention which is held in November in Kansas City, Missouri.

G. Lesson Summary

Key points to remember include:

A. The FFA is an integral part of the vo-ag curriculum which compliments classroom, laboratory, and supervised occupational experience program activities.

B. FFA activities are designed to improve the job-related skills of the member including technical skills, leadership skills, citizenship skills, cooperative skills, and communication skills.

C. Through FFA activities students have the opportunity to: (1) gain recognition for accomplishments, (2) improve skills, (3) improve the quality of community life, and (4) participate in recreational activities.

IV. **Supplementary Activities**

A. Provide students with access to the **Offical Manual** of the FFA. Have students complete a home assignment in which the following information must be described:

1. Briefly describe the history of the FFA.
2. Name the official FFA colors.
3. Write the FFA motto.
4. Write the Official Salute.

B.

C.

VI. **Supplementary Learning Aids**

References

FFA Advisors Handbook. Alexandria, VA: National FFA Foundation, Inc., 1975.

FFA Official Manual. (current edition) Alexandria, VA: National FFA Foundation, Inc.

FFA Student Handbook. Alexandria, VA: National FFA Foundation, Inc., 1977.

LESSON 7

Instructional Activities of the FFA

I. **Introduction:**

Many activities in the FFA organization are directly related to the instructional program of the vocational agriculture department. These activities may provide motivation and incentive for the students to develop skills or recognition to students who have outstanding accomplishments. As an integral part of the total vo-ag program, the instructional activities of the FFA provide a vehicle to increase the student's learning ability.

This lesson is designed to acquaint the student with activities in the FFA which contribute toward the vocational development of the student.

II. **Objectives:**

A. **Terminal objective.** Upon completion of this unit, the student should be able to select FFA activities which directly relate to the instructional program and to the student's occupational objective.

B. **Specific objectives.** Upon completion of this lesson, the student should be able to:

1. Describe four types of FFA activities which relate to the instructional program.
2. Describe general requirements for winning a Proficiency Award.
3. Name five areas in which a Proficiency Award can be received.
4. Describe three activities which aid in development of leadership and citizenship skills.
5. Describe three contests which develop technical skills.
6. Describe three local chapter activities which relate to the local instructional program.
7.
8.

Teaching Tasks	**Steps to Accomplish Tasks**
III. **Instructional Procedures:**	
A. Prepare for class.	1. Review entire unit and determine if additional material is needed. 2. Prepare handout if desired. 3. Make transparencies.
B. Introduce the lesson.	1. Give short talk stressing the point that many FFA activities relate directly to instruction. 2. Tell students that they should decide upon which activities they want to participate in so that they can begin to prepare for these activities.
C. Describe four types of activities which relate to the instructional program.	1. Discuss each of the four activities listed under Section A of Learning Activities. 2. Briefly illustrate each activity with examples from the local chapter if possible.
D. Describe the general requirements for earning a FFA Proficiency Award.	1. Discuss material under Section B of Learning Activities. (Use TM7a). 2. Pass sample Proficiency Award Form around to show students specific information required to earn an award.

Teaching Tasks	Steps to Accomplish Tasks
E. Discuss specific areas for which the National Association grants Proficiency Awards.	1. Discuss material under Section C of Learning Activities. (Use TM7b). 2. Provide illustrations of local activities which qualify for different areas.
F. Describe FFA activities which develop leadership and citizenship skills.	1. Discuss material under Section D of Learning Activities. 2. Illustrate material with local activities of past year. 3. Have students with past experience in public speaking or parliamentary procedure report to class.
G. Describe FFA activities which develop job-related technical skills.	1. Discuss material under Section E of Learning Activities. 2. Point out contests in which the local chapter participated last year.
H. Describe other local FFA activities which directly relate to the instructional program.	1. Discuss local activities including a. Field trips and field days. b. Local contests, demonstrations, exhibits, and shows. c. Chapter Achievement Award Program.

Teaching Tasks	Steps to Accomplish Tasks
I. Have students select appropriate FFA activities.	1. Make student assignment.
J. Summarize the lesson.	1. Discuss key points in Lesson Summary.

IV. Learning Activities:

A. What FFA activities relate to the vo-ag instructional program?

1. The Proficiency Award Program. Proficiency Awards are offered in 22 different areas to encourage and recognize outstanding achievements by students in their supervised occupational experience program. These awards are granted at the local chapter, state association, and national association level. Winners at the state level receive a $100 award from the National FFA Foundation. Also their applications are forwarded to regional and national competitions. National winners may receive as much as $500 in awards. All winners are selected on the basis of a written application. The application is based upon records of the student's supervised occupational experience program.
2. Leadership and citizenship development activities. Several FFA activities are designed to encourage the development of favorable leadership and citizenship skills. Such skills are often directly related to success and advancement in an occupation. Additionally these programs contribute to the overall improvement of community life.
3. Technical skill contests. There are ten contests at the state and national level which develop and improve job related skills. Most of these contests involve teams of three or four FFA members and may be held at local, district, state, or national levels.
4. Local chapter activities. Each chapter of the FFA develops an annual program of activities which may include additional activities related to the program of instruction or to the supervised occupational experience programs of the members. Examples of such activities include field trips, field days, demonstrations, and exhibits.

B. **What are the general requirements for earning a FFA Proficiency Award? (See TM7a.)**

As previously stated, there are 22 different Proficiency Award categories which are recognized by the National Association. Specific requirements for each of these awards are listed in **Chapter Guide to FFA Activities**. In general, however, requirements for receiving an award may be summed up as follows:

1. The applicant must have a supervised occupational experience program in the occupational area for which the award will be granted.
2. The applicant must keep a list of skills which were learned through classroom, laboratory, and occupational experience.
3. The applicant must develop an inventory of tools, equipment, and materials necessary for a supervised occupational experience program.
4. The applicant must keep accurate records of income, expenses, and accomplishments.

C. **What are the 22 areas for which Proficiency Awards are bestowed by the National Association? (See TM7b.)**

1. Agricultural Electrification: Awards to encourage experiences to develop career entry, knowledge and skills of basic electricity used in agriculture.
2. Agricultural Mechanics: Awards to encourage exploratory experiences to develop career entry, knowledge and skills in the mechanics of agricultural equipment maintenance and repair.
3. Agricultural Processing: Awards to encourage experiences and development of skills needed by persons preparing to enter animal feed manufacturing, meat processing, fertilizer formulation or other industries that prepare or package raw agricultural products.
4. Agricultural Sales and/or Services: Awards to encourage entrance into sales and services occupations such as farm supply centers, farm equipment dealers, and garden centers.
5. Beef Production: Awards to encourage use of modern management practices in the efficient production and marketing of beef.
6. Crop Production: Awards to encourage the use of modern management practices in the production and marketing of crops for food, feed, and fiber.
7. Dairy Production: Awards to encourage the use of modern management practices in the production and marketing of quality dairy cattle and dairy products.
8. Diversified Livestock Production: Awards to encourage the use of sound management practices in the production and marketing of a combination of livestock enterprises. The raising of mink, bees, and other animals is included in this category.

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GENERAL REQUIREMENTS FOR EARNING AN FFA PROFICIENCY AWARD

1. Applicant must have a supervised occupational program in the area for which the award will be granted.
2. Applicant must develop skills through classroom, laboratory, and occupational experiences.
3. Applicant must develop an inventory of tools, equipment, and supplies related to occupational experience.
4. Applicant must keep accurate records of income, expenses, and accomplishments.

The National FFA Foundation Sponsors Proficiency Awards for Outstanding Achievement in:

1. Agricultural Electrification
2. Agricultural Mechanics
3. Agricultural Processing
4. Agricultural Sales and/or Services
5. Beef Production
6. Crop Production
7. Dairy Production
8. Diversified Livestock Production
9. Fish and Wildlife Management
10. Floriculture
11. Forest Management
12. Fruit and/or Vegetable Production
13. Home and Farmstead Improvement
14. Horse Proficiency
15. Nursery Operations
16. Outdoor Recreation
17. Placement in Agricultural Prod.
18. Poultry Production
19. Sheep Production
20. Soil & Water Management
21. Swine Production
22. Turf & Landscape Management

9. Fish and Wildlife Production: Awards to encourage activities to improve the quality of fish and wildlife through conservation and improvement of existing land and water habitat and the stocking of fish and wild game.
10. Floriculture: Awards to encourage development of knowledge and skills for the production, arrangement, and marketing of floral products.
11. Forest Management: Awards to encourage the use of sound forestry practices that conserve and increase the productivity and economic value of a forest, woodlot or shelterbelt.
12. Fruit and/or Vegetable Production: Awards to encourage the use of modern management practices in the production and marketing of fruit and vegetable crops for commercial usage.
13. Home and Farmstead Improvements: Awards that encourage activities to make the home and/or farmstead a more desirable place in which to live and work.
14. Horse Proficiency: Awards for horse production and/or horse-related supervised occupational experiences which may result in career opportunities in the horse industry.
15. Nursery Operations: Awards to encourage the use of modern management practices in the production and marketing of seedlings, shrubs, bedding plants, and other nursery stock.
16. Outdoor Recreation: Awards to encourage members to develop income producing outdoor recreation opportunities such as vacation cabins, camping areas, picnic areas, hunting or fishing preserves or riding stables.
17. Placement in Agricultural Production: Awards to encourage experiences and development of occupational skills in production agriculture. These awards involve the placement of FFA members on a farm, ranch or in some other production phase of agriculture.
18. Poultry Production: Awards to encourage members to use the latest management practices in the efficient production and marketing of poultry and poultry products.
19. Sheep Production: Awards to encourage members to use sound management practices in the efficient production and marketing of mutton and wool.
20. Soil and Water Management: Awards to encourage management practices that improve the productivity of the soil, prevent erosion, promote the efficient use of water resources, and reduce water pollution.
21. Swine Production: Awards to encourage sound management practices in the efficient production and marketing of swine.
22. Turf and Landscape Management: Awards to encourage the development of production, marketing, and management skills in the operation of turf and landscape operations.

D. What FFA activities contribute to the development of citizenship and leadership skills?

1. Public Speaking Contest: This contest is designed to improve the participant's ability to communicate with other people. The participant delivers a written speech of 6 to 8 minutes in length. Judgement is made on the basis of the content of the speech and the manner in which the speech is delivered including voice, stage presence, power of expression and response to questions asked by the judges. The topic of the speech must be of an agricultural nature. Contests are held at the local chapter, federation, district, state, regional, and national levels.

2. Parliamentary Procedure Contest: This contest involves a team composed of a chairperson and four members. The contest is designed to improve the student's abilities in using parliamentary procedure. The team is judged on the basis of the number of parliamentary abilities demonstrated. The demonstration can not exceed 10 minutes. The topic to be discussed is selected from a list by the judges. All teams discuss the same topic. Contests are held at the federation, district, and state level.

3. Building Our American Communities (BOAC); This program is designed to improve the leadership and citizenship skills of the entire FFA chapter and to help members understand the principles and fundamentals of community development. The entire chapter must participate in this program. Awards are made at the state and national level. Activities which are a part of this contest include developing community resources, developing job opportunities, providing community services, beautifying the community, and providing recreational facilities and programs.

E. What FFA activities develop and improve job-related technical skills?

1. FFA Forestry Contest: This team contest is designed to develop skills in identifying trees, recognizing wildlife habitat, performing timberstand improvement, estimating volume of standing trees, and recommending regeneration practices. Teams are composed of four members. Contests are held at the federation, district, and state level.

2. Tool Identification Contest: This contest is open to Greenhand members only. Teams are composed of three members. The contest consists of correctly identifying 50 hand tools. Contests are held at the local, federation, district, and state level.

3. Tractor Operation and Maintenance Contest: This contest is designed to encourage safety, skill, and efficiency in operating farm equipment. Part 1 of the contest tests the participant's ability to operate a tractor in a number of situations. Part 2 tests the member's ability to perform routine maintenance tasks and to diagnose problems in tractor operation. Contests are held at the local, federation, district and state level.

4. Arc Welding Contest: Teams involved in this contest are composed of three members. Each member must complete a flat butt weld, a vertical up butt weld, and a vertical up fillet weld. Scores are based upon the appearance of the weld. Contests are held at the federation, district, and state level.

5. Land Judging Contest: This contest develops the participants' abilities to correctly classify agricultural land and to recommend conservation and soil improvement practices. Teams consist of four members and are required to judge four fields. Land judging is based upon the texture, slope, permeability, and depth of a soil. Contests are held in the northern and southern halves of the state with the top teams competing in a state contest. A national contest is also held.

6. Dairy Cattle Judging Contest: This contest develops the participants' ability to select superior dairy cows and heifers. The team is composed of three members. Nine classes of cattle composed of four animals per class are judged. Oral reasons must be given on at least two classes. Contests are held at the district livestock shows, the state level, and the national level. The national contest is held at the National FFA Convention in Kansas City, MO.

7. Milk Quality and Dairy Foods Judging Contest: This contest is designed to develop the contestants' abilities to identify dairy products and to detect inferior qualities present in these products. The contest includes identifying cheese, judging cottage cheese flavors, judging milk samples, and judging milking equipment for sediment. Also the team members must answer a 25 question test on milk marketing. A team consists of three members. Contests are held at the state and national levels.

8. Meats Judging Contest. This contest is designed to develop abilities in identifying and judging meat and meat products. Classes to be judged include beef carcasses, wholesale beef cuts, pork carcasses, wholesale pork cuts, and lamb carcasses. Also two groups of 10 beef carcasses must be graded for quality and yield grades. A group of 25 meat cuts must also be identified. Teams consist of three members. Contests are held at the state and national level.

9. Poultry Judging Contest: This contest develops abilities in judging live chickens (pullets and hens), ready-to-cook poultry, and eggs. Teams are composed of three members and compete at the state and national levels.

10. Livestock Judging Contest: Teams competing in this contest develop skills in selecting livestock including beef cattle, swine, and sheep. Animals are comparatively judged in relation to each other and in relation to official USDE grading standards. In the National Contest there are a total of 10 different classes of livestock to be judged or graded. Livestock judging contests are held at the district livestock shows, the state livestock shows, field days, the state FFA contests and the National FFA Convention.

11. Horticulture Contest: This contest consists of events related to nursery production and floriculture. Teams consist of four members with two members competing in nursery production and two competing in floriculture. The nursery section of the contest consists of plant identification, judging 5 classes of nursery plants and general knowledge of nursery practices. The floriculture section consists of plant identification, judging 5 classes of floral products, and general knowledge of floriculture practices. Contests are held at the state and national level.

12. Agricultural Mechanics Contest: This event tests the participants mechanical skills in areas such as arc welding, plumbing, electricity, masonry and agricultural power and machinery. Each year three different areas of agricultural mechanics are chosen for the contest. Participants are judged on the basis of a written examination, problem solving, and shop skills. This contest is held at the state and national level.

13. Farm Business Management Contest: This contest is designed to test the participants' general knowledge of agricultural economics and farm management and ability to solve management problems and make decisions. The contest involves a three member team with each working on an individual basis. Contests may be held at the local, state and national levels.

F. **What activities of the local FFA chapter are directly related to the local instructional program?**

(Material to answer this question must be supplied by the local teacher. Examples of such activities include:

1. FFA Achievement Award Program.
2. Field days, fairs, shows, demonstrations.
3. Locally sponsored contests and awards.)

G. **Lesson Summary:**

Key points to remember:

A. The Future Farmers of America is a integral part of the vocational agriculture program. The FFA Proficiency Awards Program, leadership and citizenship activities, technical skill contests, and many local FFA activities, contribute directly to the instructional program.

B. A FFA member earns a Proficiency Award by having an outstanding supervised occupational experience program and keeping accurate records of activities.

C. FFA Proficiency Awards are available in all areas of agriculture-agribusiness industry.

D. The FFA encourages the development of leadership and citizenship skills through several contests or programs.

E. State and national contests encourage the development of technical job skills.

V. **Supplementary Activities:**

A. Student Assignment - Prepare student handout similar to the one shown below. Have student list FFA activities in which they might be interested in participating.

Sample Student Assignment

Student's Name ____

Occupational Objective: ____________________________________

Place a check (✓) by FFA activities you are interested in participating in. Complete this assignment by listing specific activities.

_____ FFA Proficiency Award Program

_____ (List specific area(s): ______________________________

____)

_____ FFA Leadership and Citizenship Activities

_____ (List specific activities: ____________________________

____)

_____ FFA Technical Skills Contest

_____ (List specific contests: _____________________________

____)

_____ Local FFA Activities

_____ (List specific activities: ____________________________

____)

(To be added by local teacher)

B.

C.

VI. **Supplementary Learning Aids:**

A. Transparency Masters

TM7a - General Requirements for Earning an FFA Proficiency Award.

TM7b - Proficiency Award Areas.

B. References:

Chapter Guide to FFA Activities.

FFA Advisor's Handbook.

FFA National Contests Bulletin No. 4.

FFA Official Manual.

FFA Student Handbook.

C. Films:

Available from Venard Films, Ltd., P.O. Box 1332, Peoria, IL 61601

"Face the Challenge" - Describes FFA Crop Proficiency Award

"Tribute to Crop Proficiency" - Also describes the FFA Crop Proficiency Award

"The Game Plan - FFA Tackles Community Development" - Describes the BOAC Program